

COMMONWEALTH of VIRGINIA

Board of Education Agenda

Date of Meeting: October 26, 2005

Time: As Shown

Location: Conference Rooms D & E, James Monroe State Office Building
101 North 14th Street, Richmond, Virginia



9:00 a.m. FULL BOARD CONVENES

Moment of Silence

Pledge of Allegiance

Approval of Minutes of the September 21, 2005, Meeting of the Board

Public Comment

Action/Discussion Items

- A. Final Review of a Request for Approval of an Alternative Accreditation Plan from Hampton City Public Schools for the Hampton Harbour Academy
- B. First Review of a Request for Approval of an Alternative Accreditation Plan from Henrico County Public Schools for the Mt. Vernon Middle School
- C. First Review of a Request for Approval of an Alternative Accreditation Plan from Henrico County Public Schools for the New Bridge School
- D. First Review of a Request for Approval of an Alternative Accreditation Plan from Richmond City Public Schools for the Adult Career and Development Center
- E. Final Review of Proposed Criteria for Implementing Experiential Learning Credits for Alternate Route Applicants Seeking Initial Licensure
- F. First Review of Additions and Deletions to the Board-Approved List of Supplemental Educational Services Providers Under the *No Child Left Behind Act of 2001*
- G. First Review of Timeline for the Review and Approval of the Revised English Language Proficiency Standards of Learning
- H. First Review of Revised Fine Arts Standards of Learning

Action/Discussion Items (continued)

- I. First Review of Recommendations for Approval of Locally Developed and/or Selected English Language Proficiency Assessments for Limited English Proficient (LEP) Students
- J. Final Review of Revisions to Remediation Recovery Guidelines
- K. First Review of the 2005 Annual Report on Regional Alternative Education Programs
- L. First Review of the Board of Education's 2005 Annual Report on Electronic Meetings
- M. First Review of the Board of Education's 2005 Annual Report on the Condition and Needs of Public Schools in Virginia

REPORTS

- N. Report on Virginia's Foundation Blocks for Early Learning: Standards for Science, History and Social Science, and Personal and Social Development (Preschool Standards)
- O. Report on the 2005-2006 Accreditation Ratings for the Public Schools in Virginia
- P. Report from the Virginia Council for Private Education Regarding State Recognition of Private Schools in Virginia

DISCUSSION OF CURRENT ISSUES - by Board of Education Members and Superintendent of Public Instruction

EXECUTIVE SESSION

ADJOURNMENT

PUBLIC NOTICE

The Board of Education members will meet for dinner at 6:30 p.m. at the Crowne Plaza Hotel on Tuesday, October 25, 2005. Items for the Board agenda may be discussed informally at that dinner. No votes will be taken, and it is open to the public.

GUIDELINES FOR PUBLIC COMMENT

1. The Board of Education is pleased to receive public comment at each of its regular monthly meetings. In order to allow the Board sufficient time for its other business, the total time allotted to public comment will generally be limited to thirty (30) minutes. Individuals seeking to speak to the Board will be allotted three (3) minutes each.
2. Those wishing to speak to the Board should contact Dr. Margaret Roberts, executive assistant for board relations at (804) 225-2924. Normally, speakers will be scheduled in the order that their requests are received until the entire allotted time slot has been used. Where issues involving a variety of views are presented before the Board, the Board reserves the right to allocate the time available so as to insure that the Board hears from different points of view on any particular issue.
3. Speakers are urged to contact Dr. Roberts in advance of the meeting. Because of time limitations, those persons who have not previously registered to speak prior to the day of the Board meeting cannot be assured that they will have an opportunity to appear before the Board.
4. In order to make the limited time available most effective, speakers are urged to provide multiple written copies of their comments or other material amplifying their views.

Board of Education Agenda Item

Item: A.

Date: October 26, 2005

Topic: Final Review of a Request for Approval of an Alternative Accreditation Plan from the Hampton City Public Schools for Hampton Harbour Academy

Presenter: Mrs. Kathleen M. Smith, Director of the Office of School Improvement
Dr. Cynthia Cooper, Director of Adult Education, Hampton City Public Schools

Telephone Number: 804-225-2865 E-Mail Address: Kathleen.Smith@doe.virginia.gov

Origin:

☐ Topic presented for information only (no board action required)

☒ Board review required by

☐ State or federal law or regulation

☒ Board of Education regulation

☐ Other: _____

☒ Action requested at this meeting ☐ Action requested at future meeting: _____
(date)

Previous Review/Action:

☐ No previous board review/action

☒ Previous review/action

date July 27, 2005

action _____

Background Information:

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* adopted by the Board in July 2000, Section 8 VAC 20-131.280.D. of the standards states:

Special purpose schools such as regional, special education, alternative, or career and technical schools that serve as the student's school of principal enrollment shall be evaluated on standards appropriate to the programs offered in the schools and approved by the Board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

Section 22.1-253.13:1.D.8 of the *Standards of Quality* requires local school boards to provide educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Board of Education. Regulations governing programs such as this are found in the accrediting standards, which permit alternative accreditation plans and allow the Board to grant waivers to certain provisions of the standards.

In September 2004, at the board's request, the department developed a template for school divisions to use in preparing alternative accreditation plan proposals. The department also developed criteria for the evaluation of proposals. This request has been reviewed against the evaluation criteria and a copy of the department's review is attached.

Summary of Major Elements:

The school board of Hampton City is proposing an alternative accreditation plan for Hampton Harbour Academy (HHA), an alternative charter school that serves students in grades six through eight who are at least two years behind their grade cohort group. These students have been retained more than once, some students are reading as much as four years behind their chronological age group and are equally behind in mathematics. HHA has been rated Accredited with Warning in 2002-03, 2003-04, and 2004-05.

The intent of HHA, as indicated in Attachment A, is to provide interventions in the core academic areas in order for students to gain skills and content necessary to successfully enter high school and graduate with a standard diploma. The program of instruction will:

- focus instruction in reading, writing, and mathematics;
- offer many opportunities for hands-on and high interest work and vary activities in class to keep students engaged;
- integrate curriculum from elective courses into core academics;
- provide tutoring and intensive intervention to students during the school day;
- incorporate physical education into the day with wellness activities;
- teach science and history social sciences using interdisciplinary project learning;
- provide six hours of instruction per day;
- limit class size to 10 students per class; and
- offer opportunities for career exploration.

Attachment B was submitted to the Board of Education on July 27, 2005, to provide information about the transition of students back to the regular setting.

Hampton Public Schools is requesting that the school be accredited on the following criterion: 70% of the 8th grade students in the program for a full academic year will pass the 8th grade Standards of Learning (SOL) assessments in English, writing and mathematics. Scores on the statewide assessments in 6th and 7th grades will not be used as accreditation measures unless they improve the school's accreditation status.

Hampton Public Schools is requesting waivers to provisions of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* to allow them to implement the program of instruction as outlined above. Waivers are requested to provisions for instructional programs in middle schools as required in 8 VAC 20-131-90 A-D as follows:

- A. The middle school shall provide each student a program of instruction which corresponds to the Standards of Learning for English, mathematics, science, and history/social science. In addition, each school shall provide instruction in art, music, foreign language, physical education and health, and career and technical exploration.
- B. The middle school shall provide a minimum of eight courses to students in the eighth grade. Courses in English, mathematics, science, and history/social science shall be required. Four elective courses shall be available: level one of a foreign language, one in health and physical education, one in fine arts, and one in career and technical exploration.
- C. Level one of a foreign language shall be available to all eighth grade students. For any high school credit-bearing course taken in middle school, parents may request that grades be omitted from the student's transcript and the student not earn high school credit for the course in accordance with policies adopted by the local school board. Notice of this provision must be provided to parents with a deadline and format for making such a request. Nothing in this chapter shall be construed to prevent a middle school from offering any other credit-bearing courses for graduation.
- D. To provide students a sufficient opportunity to learn, each student shall be provided 140 clock hours per year of instruction in each of the four disciplines of English, math, science, and history/social science. Sixth grade students may receive an alternative schedule of instruction provided each student receives at least 560 total clock hours of instruction in the four academic disciplines.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education approve the plan and requested waivers for Hampton Harbour Academy for their 2006-2007 accreditation rating based on assessments administered in the 2005-2006 school year with future extensions of the plan contingent upon the submission of an evaluation showing that the stated objectives of the program and proposed evaluative criteria have been met.

Impact on Resources: There is no impact on the resources of the Department of Education.

Timetable for Further Review/Action: Staff of the Department of Education will advise the Hampton City Public Schools of the Board's action.

**COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA**

**REQUEST FOR WAIVER OF CERTAIN ACCREDITING STANDARDS
AND/OR APPROVAL OF AN INNOVATIVE OR EXPERIMENTAL PROGRAM**

Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC 20-131-10 et. seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (22.1-253.13:1 et. seq.). The annual accrediting cycle for public schools is July 1 through June 30.

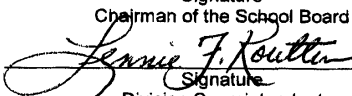
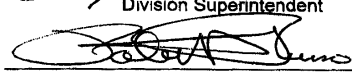
This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to the beginning of an accrediting cycle or the proposed implementation of the program or activity that precipitates the request for the waiver. The types of waivers available and the corresponding section of the standards are indicated below. Please feel free to attach additional sheets or information deemed appropriate.

SCHOOL DIVISION	Hampton City Schools
TITLE OF PROGRAM/ACTIVITY	Hampton Harbour Academy- An Alternative Charter School Serving Grades 6-8

TYPE OF APPROVAL REQUESTED:

- ☐ Approval of an Alternative to the Standard School Year and School Day (8 VAC 20-131-150)
- ☒ Approval of an Alternative Accreditation Plan (8 VAC 20-131-280.D)
- ☐ Approval of an Experimental Program (8 VAC 20-131-290 D)
- ☐ Approval of an Innovative Program (8 VAC 20-131-290 D)
- ☒ Approval of a Waiver of Other Provision(s) of the Standards (8 VAC 20-131-330)
- ☐ (Complete Pages 1 and 3 of the application only.)

SCHOOL(S) INVOLVED IN THE PROPOSED PROGRAM/ACTIVITY	Hampton Harbour Academy
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Date Approved by the Local School Board 10/05/05	Signature Chairman of the School Board  Signature Division Superintendent 
Submission Date 10/06/05	
SCHOOL DIVISION	Hampton City Schools
TITLE OF PROGRAM/ACTIVITY	Hampton Harbour Academy- An Alternative Charter School Serving Grades 6-8

IF YOU ARE SEEKING A WAIVER OF A PROVISION OR PROVISIONS OF THE ACCREDITING STANDARDS, STATE THE PROVISION AND THE RATIONAL FOR SEEKING A WAIVER FOR EACH.

8 VAC 20-131-90. Instructional Program in Middle Schools.

- E. Specifically, "The middle school shall provide a minimum of eight courses to students in the eighth grade. Four elective courses shall be available: level one of a foreign language, one in health and physical education, one in fine arts, and one in career and technical exploration."
- F. Specifically, "Level one of a foreign language shall be available to all eighth grade students."
- G. Specifically, "...each student shall be provided 140 clock hours per year of instruction in... science, and history/social science."

RATIONALE: We request waivers from the above standards due to the special purpose of the school's program and the needs of its students. The middle school program is designed for students already two or more years behind their entry grade cohort group. These students have been retained more than once and often have significant skill deficits in reading (some as much as four years behind their chronological age group) and math. Often, students who read poorly are also behind in other content-based core academic subjects. The program is designed to provide interventions in these core academics in order for students to gain the skills and content necessary to begin recovery of time lost due to retention.

- Waivers from the requirement for discreet elective, foreign language, and physical education/health courses are sought so that instructional time can be dedicated primarily to core academics.
- While the school will not offer discreet courses in art, music and physical education and health, there is value in a well-rounded day with diverse activities for students.
- The school will incorporate physical education into the day with wellness activities such as a walking regimen with distances measured by pedometer and opportunities for recreational activities during the lunch/recess period.
- Due to the lack of discreet elective courses in the program, teachers will vary activities in class and offer many opportunities for hands-on and high interest

- work to keep students engaged. They will also integrate curriculum from elective courses into core academics, e.g. budgeting (from Work and Family Studies) in math, and resume writing (from Computer Applications/ Career and Technical Education) in writing.
- Science and history/social science skills will be taught using interdisciplinary project learning and selected readings in core academic classes so that students gain the content and skills necessary for success in high school. Students will engage in career exploration through the use of internet resources and will also take aptitude and interest inventories to be used in planning academic and vocational choices for high school.

DESCRIBE THE PROCEDURES THAT WILL BE USED TO EVALUATE THE EFFECTIVENESS OF THE WAIVER/PROGRAM/ACTIVITY. (Include information that includes measurable goals, objectives, and student academic achievement that will be expected as a result of the implementation of the program/activity)

PLEASE REFER TO ALTERNATIVE ACCREDITATION PLAN PROPOSAL WHICH FOLLOWS.

Number Of Students Involved In The Program	Middle School- 90 students
What is the anticipated length of the program or duration of the waiver?	September, 2005-June, 2006
SCHOOL DIVISION	Hampton City Schools
TITLE OF PROGRAM/ACTIVITY	Hampton Harbour Academy- An Alternative Charter School

HAMPTON HARBOUR ACADEMY

ALTERNATIVE ACCREDITATION PLAN PROPOSAL

INTRODUCTION

Currently in its fourth year of operation, Hampton Harbour Academy (HHA) is an alternative school in the Hampton school division converted from an alternative program to a charter school in July of 2001. Hampton Harbour Academy meets the state definition of a special purpose school and seeks approval for an alternative accreditation plan as provided in the Regulations Establishing Standards for Accrediting Public Schools in Virginia, Part VIII, Section 8 VAC 20-131-280 D.

INTENT

Hampton Harbour Academy exists to prepare 6th, 7th and 8th grade students who are significantly behind in basic academic skills to successfully enter high school and graduate with a standard diploma.

MISSION

Hampton Harbour Academy will provide quality educational programs to help students who may require a smaller and more supportive learning environment to be successful.

TARGET POPULATION

Hampton Harbour Academy serves middle school students who are two years or more behind their age appropriate cohort group in grade level, e.g. eighth grade students are 15 to 16 years of age and older while typical HCS eighth graders are 13 to 14 years old. Hampton Harbour students most often have skill deficits in reading and math. Standardized test scores on norm referenced tests show them to fall 20-25 percentile points lower than the general HCS student population. As a result, they have experienced school failure and an inability to catch up in the traditional middle school setting. These student characteristics have been influential in our inability to meet the SOL benchmarks to date.

INSTRUCTIONAL PROGRAM

- The core program of academic instruction will be in reading, writing and mathematics. Students will also receive instruction in organization and study skills as well as ongoing assistance in goal setting and decision-making.
- While core instruction is centered in the three primary areas of reading, writing and mathematics, it will also include the integration of the essential knowledge and skills from science and social studies into the curriculum to prepare students for success in 9th grade. Content specialists are in the process of designating curriculum in science and social studies to be integrated into existing coursework. The content based on the subset of skills students must have for the successful completion of the high school entry level classes-- World Geography

and Earth Science. Instructional strategies and materials will be based on the needs of the students enrolled. Mastery of the material will be measured by benchmark tests constructed from released SOL test items.

- The student day will be six hours in length with one half hour dedicated to lunch and recreation. After-school programs for additional intervention, enrichment, and recreational activities will also be developed for dependent on partnerships with other organizations, e.g. Hampton Department of Parks and Recreation.
- Class size will be limited to 10 students per class, grouped in teams of 30. Each class will be staffed with a licensed teacher with additional services provided by an instructional assistant assigned to each team.
- Elective course material will be integrated into core academics, e.g. budgeting (from Work and Family Studies) in math, and resume writing (from Computer Applications/Career and Technical Education) in writing.
- Opportunities for career exploration will be offered using internet resources and students will take aptitude and interest inventories to be used in planning academic and vocational choices for high school.
- Physical Education will be included in the student day with:
 - A 30 minute period for recess/lunch which will allow students time to walk or engage in recreational activities.
 - A walking regimen that includes the use of pedometers for students to measure distance and time spent walking. These data will be used in mathematics lessons. Calories burned will also be recorded and used to discuss wellness and health issues.

STAFFING:

Hampton Harbour Academy is staffed with a faculty of highly qualified teachers certified to teach the core curriculum proposed. 100% of the faculty is licensed. 91% of the staff is endorsed in the area assigned, with a single teacher teaching out of area. The school has reduced the teacher/pupil ratio to 10:1 and also added a reading coach, instructional assistants and a community involvement facilitator to help students and families solve problems that are barriers to academic achievement.

STUDENT ASSESSMENT AND EVALUATION:

Each student will be pre-tested on entry into the program using a minimum of three test batteries to assess functional skill in reading and mathematics. Based on triangulated data from these assessments, students will be grouped for instruction on gender-specific teams and an instructional plan developed. Students will be assessed for progress quarterly, with achievement data tracked and analyzed. When students reach a minimum reading level of 7.4 (7th grade, 4th month) they will be promoted to the 8th grade. Students whose reading level is below 7.4 will be classified as 6th or 7th grade dependent on the last grade completed.

Students will be re-evaluated quarterly, and will be classified as 8th graders once they reach a reading level of 7.4 (7th grade, 4th month). All 8th grade students will participate in end-of-year SOL assessments in the core subjects of reading (RLR), writing, and mathematics regardless of what quarter they attained 8th grade status. No student will be promoted to the 8th grade after the end-of-year SOL assessments.

6th and 7th grade students will participate in required SOL testing in mathematics and Language Arts. Results will be used for the purposes of establishing Adequate Yearly Progress (AYP). Additionally, Hampton Harbour Academy will comply with all testing requirements of the federal No Child Left Behind Act.

ACCREDITATION

Student performance measures for accreditation will be the 8th grade end-of-year SOL tests in reading (RLR), writing and mathematics. The performance standard for accreditation will be a 70% pass rate for 8th grade students in the program. Scores on the statewide assessments that are administered in the 6th and 7th grades will not be used as accreditation measures unless they improve the school's accreditation status.

WAIVERS REQUESTED

This intervention program for middle school students will need waivers from the state standards requiring a minimum of eight courses for 8th graders to include discreet elective and physical education courses as well as the requirement for 140 hours of instruction in science and history/social science.

PROGRAM EVALUATION

The efficacy of the instructional program will be evaluated using:

- The progress of the school in meeting accreditation requirements
- The percentage of entering students who successfully progress to the 9th grade
- The percentage of entering students who successfully progress from ungraded to 8th grade status
- The educational gain of students from pre to post test on assessments in reading and mathematics
- The improvement in student attendance rates
- Qualitative evidence of improvement in student attitudes towards school and learning

TRANSITION PLAN

The transition plan for Hampton Harbour students is comprehensive and includes:

- Face to face conferences between the Hampton Harbour counselor and traditional school counselor, including the student and family, of course, to discuss student strengths and weaknesses, scheduling needs, and needs for additional support.
- Written transition plan for each student, spelling out the responsibilities of each party (Hampton Harbour Academy, the zoned school, the student, and the family) to assure that each student is successful in the 9th grade year.
- Alternative administrator on each high school administrative team to monitor the implementation of the plan and to meet informally with the transitioning students throughout the year.
- Follow-up by the Hampton Harbour school counselor who will initiate collaborative conferences for problem solving whenever there is a need.

**Virginia Department of Education
Evaluation Criteria
Hampton Harbour Academy, Hampton City Public Schools
Alternative Accreditation Plans for Special Purpose Schools
(8 VAC 20-131-330)**

Criteria	Yes	No	Limited
School characteristics and instructional program:			
1. The mission, purpose, and target population of the school justify its categorization as a “special purpose” school and, therefore, eligible to request an alternative accreditation plan.	v		
2. The characteristics and special needs of the student population are clearly defined, and the criteria for student placement require parental consultation and agreement.	v		
3. The program of instruction provides all students with opportunities to study a comprehensive curriculum that is customized to support the mission of the school.	v		
4. The school provides transition planning to help students be successful when they return to a regular school setting. Note: Students transition to a diploma or GED not back to a base school.	v		
5. Strategies used to evaluate student progress are aligned to the mission/purpose of the school and include academic achievement measures.	v		
6. Convincing evidence has been provided that students enrolled in the school have not been successful in other schools subject to all the accrediting standards.	v		
7. Students will be taught with highly qualified teachers who meet the Board of Education’s licensure requirements for instructional personnel.	v		
Alternative Accreditation Plan:			
1. Rationale and evidence provide convincing evidence that the “special purpose” nature of the school precludes its being able to reach and maintain full accreditation status as defined in the SOA.	v		
2. Alternative accreditation criteria described in the plan include academic achievement measures that are objective, measurable, and directly related to the mission and purpose of the school.	v		

Criteria	Yes	No	Limited
3. The plan includes use of statewide assessment student achievement results of English and mathematics.	v		
4. The plan meets the testing requirements of the SOA. Note: All students are tested at the completion of the SOL course.	v		
5. The plan meets the testing requirements of NCLB and describes how the school plans to meet “adequate yearly progress” requirements of the federal law.	v		
6. The plan provides convincing evidence that all pre-accreditation eligibility criteria are met for standards in which waivers have not been requested.	v		
7. Waivers have been requested for accrediting standards that are not being met, and the rationale for the waivers are clear and appropriate for the mission/purpose of the school.	v		

Board of Education Agenda Item

Item: B

Date: October 26, 2005

Topic: First Review of a Request for Approval of an Alternative Accreditation Plan from the Henrico County Public Schools for Mt. Vernon Middle School

Presenter: Mrs. Kathleen M. Smith, Director of the Office of School Improvement
Dr. Lynn H. Thorp, Assistant Superintendent for Instruction, Henrico County Public Schools

Telephone Number: 804-225-2865

E-Mail Address: Kathleen.Smith@doe.virginia.gov

Origin:

☐ Topic presented for information only (no board action required)

☒ Board review required by

☐ State or federal law or regulation

☒ Board of Education regulation

☐ Other: _____

☐ Action requested at this meeting ☒ Action requested at future meeting: November 30, 2005
(date)

Previous Review/Action:

☒ No previous board review/action

☐ Previous review/action
date _____

action _____

Background Information:

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* adopted by the Board in July 2000, Section 8 VAC 20-131.280.D. of the standards states:

Special purpose schools such as regional, special education, alternative, or career and technical schools that serve as the student's school of principal enrollment shall be evaluated on standards appropriate to the programs offered in the schools and approved by the Board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

Section 22.1-253.13:1.D.8 of the *Standards of Quality* requires local school boards to provide educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Board of Education. Regulations governing programs such as this are found in the accrediting standards, which permit alternative accreditation plans and allow the Board to grant waivers to certain provisions of the standards.

In September 2004, at the board's request, the department developed a template for school divisions to use in preparing alternative accreditation plan proposals. The department also developed criteria for the evaluation of proposals. This request has been reviewed against the evaluation criteria and a copy of the department's review is attached.

Summary of Major Elements:

The school board of Henrico County is proposing an alternative accreditation plan for Mount Vernon Middle School, an alternative school that serves students grades 6-8 who are consistently functioning below grade level in reading and/or mathematics for whom no other appropriate services have been successful and who are unlikely to make up academic deficits in a traditional middle school setting. Students identified for this alternative program have failed to respond positively to the traditional schools' intervention strategies and have fallen into the at-risk category of being retained one or more years. Initial criteria for consideration in the program include failure on the 5th grade Standards of Learning (SOL) tests in reading, mathematics, and/or writing.

The mission of Mount Vernon Middle School is to fully prepare each individual student in 6th, 7th, and 8th grades to earn promotion to high school, access high school content and earn a standard or advanced diploma. An interdisciplinary approach will allow focused instruction in reading and mathematics enhanced by the infusion of social studies and science subject matter. Time in the program is three years; initial capacity of the school/program is 100 students. Prior to enrollment, the parent(s), student, and principal will discuss the advantages of the alternative program. Signatures of the parent(s) and the student indicate their agreement to placement at Mount Vernon Middle School.

An interdisciplinary instructional program incorporating the four major content areas is offered that includes exposure to organization and study skills and self-management for each student as specified in an Individualized Student Success plan. A vocational program is also offered. Each student completes the Stanford Achievement Test (10th edition) and/or the Degrees of Reading Power (DRP) assessments prior to entering the program to assist with the development of the student's educational plan. These assessments are also used as post-measures of student achievement. Students will be taught by highly qualified teachers and will complete rigorous work in the core subject areas of mathematics, history/social science, and English. Students are placed at a grade level according to pretest scores and a review of the student's classroom performance.

Middle grade students are determined to be ready for 9th grade when they have acquired the academic knowledge needed to pass 8th grade SOL assessments and appropriate behavioral skills. Progress indicators include quarterly gains in reading, mathematics, and writing, as well as attendance. Students at all grades will participate in SOL testing in all four content areas; however, a student must be in attendance at Mount Vernon Middle School for a minimum of four semesters, including the semester in

which testing takes place, for the scores to be included in the accreditation calculation. Four semesters of instruction in this alternative environment is needed to compensate for the academic and social deficits with which students enter this program.

All students will participate in all SOL tests for the purpose of assessing progress and meeting the Adequate Yearly Progress (AYP) requirements of the *No Child Left Behind Act of 2001*. Mount Vernon Middle School will meet the pre-accreditation requirements outlined in the Standards of Accreditation.

Henrico County Public Schools is requesting that the school be accredited on the following criterion:

- A student must be in attendance at Mount Vernon Middle School for a minimum of four semesters, including the semester in which testing takes place, for the scores to be included in the accreditation calculation. Four semesters of instruction in this alternative environment is needed to compensate for the academic and social deficits with which students enter this program. Students participating in the program for fewer than four semesters will be considered transfer students for purposes of calculating the school's state accreditation ratings. Scores of students in attendance for four semesters or more, including the semester in which testing takes place, will be included in the accreditation calculation.
- Scores for each test in each of the four content areas will be combined to create one (composite) pass rate, reflecting the interdisciplinary approach to instruction. Because of the small enrollment at the school, a composite pass rate is necessary to create a larger pool of student scores upon which to base accreditation. In order to meet accreditation requirements, the composite pass rate must be 70% for grades 6-8 combined.

Henrico County Public Schools is requesting waivers to provisions of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* from the following state standards: (Henrico County is sending an amended request prior to the September 21, 2005, meeting.)

1. 8 VAC 20-131-90.A-C.

- A. The middle school shall provide each student a program of instruction which corresponds to the Standards of Learning for English, mathematics, science, and history/social science. In addition, each school shall provide instruction in art, music, foreign language, physical education and health, and career and technical exploration.
- B. The middle school shall provide a minimum of eight courses to students in the eighth grade. Courses in English, mathematics, science, and history/social science shall be required. Four elective courses shall be available: level one of a foreign language, one in health and physical education, one in fine arts, and one in career and technical exploration.
- C. Level one of a foreign language shall be available to all eighth grade students. For any high school credit-bearing course taken in middle school, parents may request that grades be omitted from the student's transcript and the student not earn high school credit for the course in accordance with policies adopted by the local school board. Notice of this provision must be provided to parents with a deadline and format for making such a request. Nothing in this chapter shall be construed to prevent a middle school from offering any other credit-bearing courses for graduation.

2. 8 VAC 20-131-300 C.1.

Fully accredited. A school will be rated Fully Accredited when its eligible students meet the pass rate of 70% in each of the four core content areas.

3. 8 VAC 20-131-280 E.5.

All students who transfer within a school division shall have their scores counted in the calculation of the school's accountability (accreditation) rating. Students who transfer into a Virginia school from another Virginia school division, another state, or another country, in kindergarten through grade eight shall be expected to take all applicable SOL tests or other additional tests approved by the Board as outlined in 8 VAC 20-131-110.B. of these regulations. If the transfer takes place after the 20th instructional day following the opening of school, the scores on these tests may be used in calculating school accountability (accreditation) ratings.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept for first review the request for approval of an alternative accreditation plan from Henrico County Public Schools for Mount Vernon Middle School.

Impact on Resources: There is no impact on the resources of the Department of Education.

Timetable for Further Review/Action: This item will be presented to the Board of Education for final review at its meeting on November 30, 2005.

**COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA**

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC 20-131-10 et. seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (22.1-253.13:1 et. seq.). The annual accrediting cycle for public schools is July 1 through June 30. This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to August 1 of the school year in which the plan is to be implemented.

8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part): *Special purpose schools such as regional, special education, alternative, or career and technical schools that serve as the student's school of principal enrollment shall be evaluated on standards appropriate to the programs offered in the school and approved by the Board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.*

The Board of Education, in its *Guidelines Governing the Implementation of Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, states:

Schools described in this section are those that serve as a student's school of principal enrollment and where students are reported in fall membership for the school. Fall membership determines whether or not these schools are subject to the provisions of the accrediting standards; therefore, schools reporting fall membership are subject to the provisions of the standards. These schools may or may not administer Standards of Learning (SOL) tests.

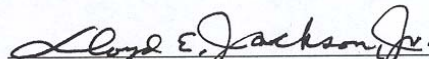
In accordance with the provisions of 8 VAC 20-131-330 of the standards, local school boards may seek waivers of provisions of the standards to address the unique needs of these special purpose schools. Such requests may include an alternative accreditation plan. Applications must be submitted to the Board for consideration at least ninety days prior to August 1 of the school year. Requests for consideration must be accompanied by information that documents the need for approval of the request.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

8/25/05

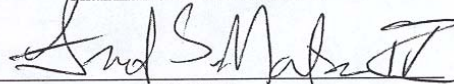
Date Approved
by the Local School Board

Submission Date



Signature

Chairman of the School Board



Signature

Division Superintendent

Request for Approval of Mount Vernon Middle School, Henrico County Public Schools, as an Alternative Program for Underachieving Middle Grade Students

Intent: To fully prepare each individual student in 6th, 7th, and 8th grades who is significantly behind in academic and behavioral fundamentals to successfully access high school content and earn a standard or advanced diploma (not just pass 8th grade SOL tests).

Vision/Mission: Mount Vernon is an educational environment where certain students who have not experienced academic success in a comprehensive elementary or middle school setting, and who have been referred by their home schools, can develop the academic and personal skills and habits that will prepare them for success in high school.

Mt. Vernon exposes students to a safe and stimulating alternative learning environment where they will grow academically through an exposure to interdisciplinary instruction. An interdisciplinary approach will allow focused instruction in reading and math enhanced by the infusion of social studies and science subject matter. Time in the program is three years; initial capacity of the school/program is 100 students.

Target Population: HCPS students aged 11 through 15 and grades 6-8 who are consistently functioning below grade level in reading and/or mathematics for whom no other appropriate services have been successful and who are unlikely to make up academic deficits in a traditional middle school setting. Students identified for our alternative programs have failed to respond positively to the traditional schools' intervention strategies and have fallen into the at-risk category of being retained one or more years. Initial criteria for consideration in the program include failure on the 5th grade SOL tests in reading, mathematics, and/or writing.

Student selection indicators:

- The type of instructional strategies needed to foster student achievement cannot be accommodated in a traditional setting.
- Academic performance is low or declining and the student is at risk of being retained. The student may have failed one or more SOL or local criterion-referenced tests.
- The student's behavior management needs are beyond the scope of programming that exists at any of our comprehensive schools.
- A series of in-school, short-, and long-term suspensions has not effectively modified the student's behavior.
- The student's behavior negatively affects the learning environment of others and impedes the teaching-learning process.
- Prior to enrollment, the parent(s), student, and principal will discuss the advantages of the alternative program. Signatures of the parent(s) and the student indicate their agreement to placement at Mt. Vernon.

Program of Instruction:

- An interdisciplinary instructional program incorporating the four major content areas will be offered that includes exposure to organization and study skills and self-management for each student as specified in an Individualized Student Success plan.
- A vocational program will be offered:
 - ✓ Career and Technical Occupational Exploration, which is designed to help students explore career options, design/build products following a design brief, work in teams to accomplish course objectives, explore occupational areas and education programs for Career and Technical Education within the 16 career families.
 - ✓ This course will focus on an awareness of the relationship between technology and science, with a focus on the nature of science and how it is applied. It will involve strong integration of reading, writing, and math skills. Interdisciplinary topics to be included are technology, biotechnology, transportation systems, communication systems, alternative energy, aerospace/flight, and manufacturing.
 - ✓ Those students who participate in these vocational experiences will be well prepared to take advantage of similar opportunities at the high school level, at either of the school division's technical centers or at Virginia Randolph Community High School.
- Students will complete the Stanford Achievement Test (10th edition) and the Degrees of Reading Power (DRP) assessments prior to entering the program to assist with the development of the student's educational plan. These assessments will also be used as post-measures of student achievement.
- Individual course schedules will be designed to assist students to achieve their highest potential.
- Students will be taught by highly qualified teachers and will complete rigorous work in the core subject areas of math, science, social studies, and English.
- Students will experience an interdisciplinary exposure to core content subject matter.
- Developing skills in social studies and science also will be accomplished through interdisciplinary selections for reading and writing instruction through the use of Reader's Workshop and Writer's Workshop.
- Applied instructional methods and experiences, which will involve partnerships with local universities, businesses, and museums, will be utilized to facilitate learning in the core content areas.
- Budgeted PTR is 17:1; with added resources, the actual PTR is 12:1 to better serve the students at this school.
- Student support services will include a focus on self-management and adjustment skills. The 8th grade Health Standards of Learning will serve as the foundation of curriculum and counseling in self-management as well as the Life Skills curriculum.
- Physical activities will be incorporated daily.
- Career exploration, in addition to the vocational offerings, will be provided through the use of ACT's *Explore*, interest and aptitude inventories that each student will take and be counseled on the results, for the purpose of planning a high school course of study. In addition, Career Days will be held at the school periodically throughout the school year.

Student Assessment/Evaluation:

Academic Achievement:

- Each student will be diagnostically pre-tested prior to program entry in reading and mathematics using the Stanford Achievement Test (10th edition) and the Degrees of Reading Power (DRP) assessments. The Stanford 10 Reading test assesses word study skills, vocabulary, and comprehension, whereas the Mathematics test evaluates problem-solving and procedural skills. The DRP assessment is used to collect information on student reading comprehension. Results from these pretests will be used to determine the individualized instruction each student subsequently receives.
- A student will be placed at a grade level according to pretest scores and a review of the student's classroom performance.
- Students at all grades will participate in SOL testing in all four content areas; however, a student must be in attendance at Mt. Vernon for a minimum of four semesters, including the semester in which testing takes place, for the scores to be included in the accreditation calculation. Four semesters of instruction in this alternative environment is needed to compensate for the academic and social deficits with which students enter this program.
- Posttests will be administered to monitor student progress. Students will be tested at specific intervals throughout and at the end of the academic year (and at the end of summer session if included) to document academic progress and determine content for the next instructional period.

Study Skills/Self-Management/Leadership: Teachers will monitor student use of specifically taught skills, such as note taking and organizational management, on an ongoing basis. Behavioral indicators such as attendance and discipline will be the topic of quarterly individual meetings with each student.

Progress and Exit Criteria: Students will be determined to be ready for 9th grade when they have acquired the academic knowledge needed to pass 8th grade SOL assessments, and appropriate behavioral skills. Progress indicators will include quarterly gains in reading, mathematics, and writing, as well as attendance.

Basis for Accreditation and Adequate Yearly Progress:

- Mt. Vernon Middle School will meet the pre-accreditation requirements outlined in the Standards of Accreditation.
- Scores for each test in each of the four content areas will be combined to create one (composite) pass rate, reflecting the interdisciplinary approach to instruction. Because of the small enrollment at the school, a composite pass rate is necessary to create a larger pool of student scores upon which to base accreditation. In order to meet accreditation requirements, the pass rate must be 70% for Grades 6-8 combined. Students participating in the Mt. Vernon program for less than four semesters will be considered transfer students for purposes of calculating the school's state accreditation ratings. Scores of students in attendance for four semesters or more, including the semester in which testing takes place, will be included in the accreditation calculation.

- Students will participate in all tests at all three grades for the purpose of assessing progress and meeting the Adequate Yearly Progress requirements of the *No Child Left Behind Act*, but results may not count toward the school's state accreditation rating.

Waivers Requested: Mount Vernon Middle School will require waivers from the following state standards:

- Required middle school electives (foreign language). (8 VAC 20-131-90 A-C)
- Meeting the required pass rate in each of the four core content areas. (8 VAC 20-131-300 C)
- Counting the scores of transfer students from within the school division. (8 VAC 20-131-280 E.5)

These students receive instruction in non-core areas such as the arts throughout their elementary and middle school experiences and will again when they return to a traditional school setting. Mt. Vernon is designed to focus on significant interventions in the fundamentals to equip the students to succeed in high school when without such dramatic interventions they would not succeed.

Transition Process: Staff members at Mount Vernon will work with the receiving school to select teachers in advance of students' transition to another environment. Meetings will be held with the receiving teachers to establish a transition plan for each student.

Program Evaluation: The progress of students promoted from the program, as well as those who do not successfully complete it, will be monitored throughout high school. This process will include monitoring grades and test results as well as attendance and discipline histories. Former students will also be interviewed periodically during their 9th and 10th grades by their instructors from Mount Vernon in order to make program improvements and refinements. Additionally, inquiry sessions will be held during the year with students and parents to monitor program effectiveness.

Virginia Department of Education
Evaluation Criteria
Mount Vernon Middle School, Henrico County Public Schools
Alternative Accreditation Plans for Special Purpose Schools

Criteria	Yes	No	Limited
School characteristics and instructional program:			
1. The mission, purpose, and target population of the school justify its categorization as a “special purpose” school and, therefore, eligible to request an alternative accreditation plan.	√		
2. The characteristics and special needs of the student population are clearly defined, and the criteria for student placement require parental consultation and agreement.	√		
3. The program of instruction provides all students with opportunities to study a comprehensive curriculum that is customized to support the mission of the school.			√
4. The school provides transition planning to help students be successful when they return to a regular school setting.	√		
5. Strategies used to evaluate student progress are aligned to the mission/purpose of the school and include academic achievement measures.			√
6. Convincing evidence has been provided that students enrolled in the school have not been successful in other schools subject to all the accrediting standards.	√		
7. Students will be taught with highly qualified teachers who meet the Board of Education’s licensure requirements for instructional personnel.	√		
Alternative Accreditation Plan:			
1. Rationale and evidence provide convincing evidence that the “special purpose” nature of the school precludes its being able to reach and maintain full accreditation status as defined in the SOA.	√		
2. Alternative accreditation criteria described in the plan include academic achievement measures that are objective, measurable, and directly related to the mission and purpose of the school.			√
3. The plan includes use of statewide assessment student achievement results of English and mathematics.	√		
4. The plan meets the testing requirements of the SOA.	√		

Criteria	Yes	No	Limited
5. The plan meets the testing requirements of NCLB and describes how the school plans to meet “adequate yearly progress” requirements of the federal law.			√
6. The plan provides convincing evidence that all pre-accreditation eligibility criteria are met for standards in which waivers have not been requested.			√
7. Waivers have been requested for accrediting standards that are not being met, and the rationale for the waivers are clear and appropriate for the mission/purpose of the school.		√	

Board of Education Agenda Item

Item: C

Date: October 26, 2005

Topic: First Review of a Request for Approval of an Alternative Accreditation Plan from Henrico County Public Schools for New Bridge School

Presenter: Mrs. Kathleen M. Smith, Director of the Office of School Improvement
Dr. Lynn H. Thorp, Assistant Superintendent for Instruction, Henrico County Public Schools

Telephone Number: 804-225-2865

E-Mail Address: Kathleen.Smith@doe.virginia.gov

Origin:

 Topic presented for information only (no board action required)

X Board review required by

 State or federal law or regulation

X Board of Education regulation

 Other: _____

 Action requested at this meeting X Action requested at future meeting: November 30, 2005
(date)

Previous Review/Action:

X No previous board review/action

 Previous review/action
date _____

action _____

Background Information:

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* adopted by the Board in July 2000, Section 8 VAC 20-131.280.D. of the standards states:

Special purpose schools such as regional, special education, alternative, or career and technical schools that serve as the student's school of principal enrollment shall be evaluated on standards appropriate to the programs offered in the schools and approved by the Board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

Section 22.1-253.13:1.D.8 of the *Standards of Quality* requires local school boards to provide educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Board of Education. Regulations governing programs such as this are found in the accrediting standards, which permit alternative accreditation plans and allow the Board to grant waivers to certain provisions of the standards.

In September 2004, at the board's request, the department developed a template for school divisions to use in preparing alternative accreditation plan proposals. The department also developed criteria for the evaluation of proposals. This request has been reviewed against the evaluation criteria and a copy of the department's review is attached.

Summary of Major Elements:

The school board of Henrico County is proposing an alternative accreditation plan for New Bridge School, an alternative school that serves students grades 3-8 who are consistently functioning below grade level in reading and/or mathematics. These students are unlikely to make up academic deficits in a traditional elementary or middle school setting. Students identified for this alternative program have failed to respond positively to the traditional schools' intervention strategies and have fallen into the at-risk category of being retained one or more years. Initial criteria for consideration in the program include failure on the 3rd or 5th grade Standards of Learning (SOL) tests in reading, mathematics, and/or writing.

The mission of New Bridge School is to fully prepare each individual student in 6th, 7th, and 8th grades to successfully access high school content and earn a standard or advanced diploma and to fully prepare each individual student in 3rd, 4th, and 5th grades to successfully access and complete middle school content with the ultimate goal of promotion to high school. An interdisciplinary approach will allow focused instruction in reading and math enhanced by the infusion of social studies and science subject matter. Time in the program is limited to three years maximum at each of two levels, elementary and middle; initial capacity of the school/program is 175 students. Prior to enrollment, the parent(s), student, and principal will discuss the advantages of the alternative program. Signatures of the parent(s) and the student indicate their agreement to placement at New Bridge.

An interdisciplinary instructional program incorporating the four major content areas is offered and includes exposure to organization and study skills and self-management for each student as specified in an Individualized Student Success (ISS) plan. A vocational program is also offered. Each student completes the Stanford Achievement Test (10th edition) and/or the Degrees of Reading Power (DRP) assessments prior to entering the program to assist with the development of the student's educational plan. These assessments are also used as post-measures of student achievement. Students are placed at a grade level according to pretest scores and a review of the student's classroom performance. Students at all grades will participate in SOL testing in all four content areas.

Middle grade students are determined to be ready for 9th grade when they have acquired the academic knowledge needed to pass 8th grade SOL assessments and appropriate behavioral skills. Progress indicators include quarterly gains in reading, mathematics, and writing, as well as attendance. Elementary students are determined to be ready for 6th grade when they have acquired the academic

knowledge needed to pass 5th grade SOL assessments and appropriate behavioral skills. Progress indicators include quarterly gains in reading, mathematics, writing, social studies, and science, as well as attendance.

Students will participate in all tests at all six grades for the purpose of assessing progress and meeting the Adequate Yearly Progress (AYP) requirements of the *No Child Left Behind Act of 2001*.

Henrico County Public Schools is requesting that the school be accredited on the following criterion:

- Although all students are assessed in each of the four content areas, a student must be in attendance at New Bridge for a minimum of four semesters, including the semester in which testing takes place, for the scores to be included in the accreditation calculation. Four semesters of instruction in this alternative environment is needed to compensate for the academic and social deficits with which students enter this program. Students participating in the New Bridge program for fewer than four semesters are considered transfer students for purposes of calculating the school's state accreditation ratings. Scores of students in attendance for four semesters or more, including the semester in which testing takes place, will be included in the accreditation calculation.
- Scores for each test in each of the four content areas will be combined to create (composite) pass rates—one for Grades 3-5 and one for Grades 6-8—reflecting the interdisciplinary approach to instruction. Because of the small enrollment at the school, a composite pass rate is necessary to create a larger pool of student scores upon which to base accreditation. In order to meet accreditation requirements, the composite pass rate must be 75% for Grades 3-5 and 70% for Grades 6-8.

Henrico County Public Schools is requesting waivers to provisions of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* from the following state standards: (Henrico County is sending an amended request prior to the September 21, 2005, meeting.)

1. 8 VAC 20-131-80.A.
 - A. The elementary school shall provide each student a program of instruction which corresponds to the Standards of Learning for English, mathematics, science, and history/social science. In addition, each school shall provide instruction in art, music, and physical education and health, and shall provide students with a daily recess during the regular school year as determined appropriate by the school.
2. 8 VAC 20-131-90.A-C.
 - A. The middle school shall provide each student a program of instruction which corresponds to the Standards of Learning for English, mathematics, science, and history/social science. In addition, each school shall provide instruction in art, music, foreign language, physical education and health, and career and technical exploration.
 - B. The middle school shall provide a minimum of eight courses to students in the eighth grade. Courses in English, mathematics, science, and history/social science shall be required. Four

elective courses shall be available: level one of a foreign language, one in health and physical education, one in fine arts, and one in career and technical exploration.

- C. Level one of a foreign language shall be available to all eighth grade students. For any high school credit-bearing course taken in middle school, parents may request that grades be omitted from the student's transcript and the student not earn high school credit for the course in accordance with policies adopted by the local school board. Notice of this provision must be provided to parents with a deadline and format for making such a request. Nothing in this chapter shall be construed to prevent a middle school from offering any other credit-bearing courses for graduation.

3. 8 VAC 20-131-300.C.1

- C.1. Fully accredited. A school will be rated Fully Accredited when its eligible students meet the pass rate of 70% in each of the four core content areas.

4. 8 VAC 20-131-280.E.5.

- E.5. All students who transfer within a school division shall have their scores counted in the calculation of the school's accountability (accreditation) rating. Students who transfer into a Virginia school from another Virginia school division, another state, or another country, in kindergarten through grade eight shall be expected to take all applicable SOL tests or other additional tests approved by the Board as outlined in 8 VAC 20-131-110.B. of these regulations. If the transfer takes place after the 20th instructional day following the opening of school, the scores on these tests may be used in calculating school accountability (accreditation) ratings.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept for first review the request for approval of an alternative accreditation plan from the Henrico County Public Schools for New Bridge School.

Impact on Resources: There is no impact on the resources of the Department of Education.

Timetable for Further Review/Action: This item will be presented to the Board of Education for final review at its meeting on November 30, 2005.

**COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA**

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

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The Board of Education, in its *Guidelines Governing the Implementation of Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, states:

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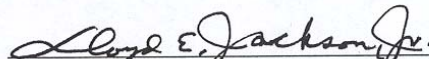
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We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

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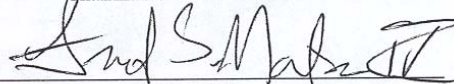
Date Approved
by the Local School Board

Submission Date



Signature

Chairman of the School Board



Signature

Division Superintendent

Request for Approval of New Bridge School, Henrico County Public Schools, as an Alternative Program for Underachieving Upper Elementary and Middle Grade Students

Intent: To fully prepare each individual student in 6th, 7th, and 8th grades who is significantly behind in academic and behavioral fundamentals to successfully access high school content and earn a standard or advanced diploma (not just pass 8th grade SOL tests). To fully prepare each individual student in 3rd, 4th, and 5th grades who is significantly behind in academic and behavioral fundamentals to successfully access and complete middle school content with the ultimate goal of promotion to high school.

Vision/Mission: New Bridge is an educational environment where certain students who have not experienced academic success in a comprehensive elementary or middle school setting, and who have been referred by their home schools, can develop the academic and personal skills and habits that will prepare them for success in the next level of schooling. New Bridge exposes students to a safe and stimulating alternative learning environment where they will grow academically through an exposure to interdisciplinary instruction. An interdisciplinary approach will allow focused instruction in reading and math enhanced by the infusion of social studies and science subject matter. Time in the program is three years maximum at each of two levels, elementary and middle; initial capacity of the school/program is 175 students.

Target Population: HCPS students aged 8 through 15 and grades 3-8 who are consistently functioning below grade level in reading and/or mathematics for whom no other appropriate services have been successful and who are unlikely to make up academic deficits in a traditional elementary or middle school setting. Students identified for our alternative programs have failed to respond positively to the traditional schools' intervention strategies and have fallen into the at-risk category of being retained one or more years. Initial criteria for consideration in the program include failure on the 3rd or 5th grade SOL tests in reading, mathematics, and/or writing.

Student selection indicators:

- The type of instructional strategies needed to foster student achievement cannot be accommodated in a traditional setting.
- Academic performance is low or declining and the student is at risk of being retained. The student may have failed one or more SOL or local criterion-referenced tests.
- The student's behavior management needs are beyond the scope of programming that exists at any of our comprehensive schools.
- A series of in-school, short-, and long-term suspensions has not effectively modified the student's behavior.
- The student's behavior negatively affects the learning environment of others and impedes the teaching-learning process.

- Prior to enrollment, the parent(s), student, and principal will discuss the advantages of the alternative program. Signatures of the parent(s) and the student indicate their agreement to placement at New Bridge.

Program of Instruction:

- An interdisciplinary instructional program incorporating the four major content areas will be offered that includes exposure to organization and study skills and self-management for each student as specified in an Individualized Student Success plan.
- A vocational program will be offered:
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 - ✓ This course will focus on an awareness of the relationship between technology and science, with a focus on the nature of science and how it is applied. It will involve strong integration of reading, writing, and math skills. Interdisciplinary topics to be included are technology, biotechnology, transportation systems, communication systems, alternative energy, aerospace/flight, and manufacturing.
 - ✓ Those students who participate in these vocational experiences will be well prepared to take advantage of similar opportunities at the high school level, at either of the school division's technical centers or at Virginia Randolph Community High School.
- Students will complete the Stanford Achievement Test (10th edition) and/or the Degrees of Reading Power (DRP) assessments prior to entering the program to assist with the development of the student's educational plan. These assessments will also be used as post-measures of student achievement.
- Individual course schedules at the middle school level and the instructional day at the elementary level will be designed to assist students to achieve their highest potential.
- Students will be taught by highly qualified teachers and will complete rigorous work in the core subject areas of math, science, social studies, and English.
- Students will experience an interdisciplinary exposure to core content subject matter.
- Developing skills in social studies and science also will be accomplished through interdisciplinary selections for reading and writing instruction through the use of Reader's Workshop and Writer's Workshop.
- Applied instructional methods and experiences, which will involve partnerships with local universities, businesses, and museums, will be utilized to facilitate learning of the core content areas.
- Budgeted PTR is 17:1; with added resources, the actual PTR is 12:1 to better serve the students at this school.
- Student support services will include a focus on self-management and adjustment skills. The 8th grade Health Standards of Learning will serve as the foundation of curriculum and counseling in self-management as well as the Life Skills curriculum. Physical activities will be incorporated daily.

- Career exploration, in addition to the vocational offerings, will be provided through the use of ACT's *Explore*, interest and aptitude inventories that each middle school student will take and be counseled on the results, for the purpose of planning a high school course of study. In addition, Career Days will be held at the school periodically throughout the school year.

Student Assessment/Evaluation:

Academic Achievement:

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- A student will be placed at a grade level according to pretest scores and a review of the student's classroom performance.
- Students at all grades will participate in SOL testing in all four content areas; however, a student must be in attendance at New Bridge for a minimum of four semesters, including the semester in which testing takes place, for the scores to be included in the accreditation calculation. Four semesters of instruction in this alternative environment is needed to compensate for the academic and social deficits with which students enter this program.
- Posttests will be administered to monitor student progress. Students will be tested at specific intervals throughout and at the end of the academic year (and at the end of summer session if included) to document academic progress and determine content for the next instructional period.

Study Skills/Self-Management/Leadership: Teachers will monitor student use of specifically taught skills, such as note taking and organizational management, on an ongoing basis. Behavioral indicators such as attendance and discipline will be the topic of quarterly individual meetings with each student.

Progress and Exit Criteria:

- Middle grade students will be determined to be ready for 9th grade when they have acquired the academic knowledge needed to pass 8th grade SOL assessments, and appropriate behavioral skills. Progress indicators will include quarterly gains in reading, mathematics, and writing, as well as attendance.
- Elementary students will be determined to be ready for 6th grade when they have acquired the academic knowledge needed to pass 5th grade SOL assessments, and appropriate behavioral skills. Progress indicators will include quarterly gains in reading, mathematics, writing, social studies, and science, as well as attendance.

Basis for Accreditation and Adequate Yearly Progress:

- New Bridge School will meet the pre-accreditation requirements outlined in the Standards of Accreditation.
- Scores for each test in each of the four content areas will be combined to create (composite) pass rates—one for Grades 3-5 and one for Grades 6-8—reflecting the interdisciplinary approach to instruction. Because of the small enrollment at the school, a composite pass rate is necessary to create a larger pool of student scores upon which to base accreditation. In order to meet accreditation requirements, the composite pass rate must be 75% for Grades 3-5 and 70% for Grades 6-8. Students participating in the New Bridge program for less than four semesters will be considered transfer students for purposes of calculating the school's state accreditation ratings. Scores of students in attendance for four semesters or more, including the semester in which testing takes place, will be included in the accreditation calculation.
- Students will participate in all tests at all six grades for the purpose of assessing progress and meeting the Adequate Yearly Progress requirements of the *No Child Left Behind Act*, but results may not count toward the school's state accreditation rating.

Waivers Requested: New Bridge School will require waivers from the following state standards:

- Required middle school electives (foreign language). (8 VAC 20-131-90 A-C)
- Meeting the required pass rate in each of the four core content areas. (8 VAC 20-131-300 C)
- Counting the scores of transfer students from within the school division. (8 VAC 20-131-280 E.5)

The elementary and middle grade students receive instruction in non-core areas such as the arts throughout their elementary and middle school experiences, and will again when they return to a traditional school setting. New Bridge is designed to focus on significant interventions in the fundamentals to equip the students to succeed in the traditional setting when without such dramatic interventions they would not succeed.

Transition Process: Staff members at New Bridge will work with the receiving school to select teachers in advance of students' transition to another environment. Meetings will be held with the receiving teachers to establish a transition plan for each student.

Program Evaluation: The progress of students promoted from the program, as well as those who do not successfully complete it, will be monitored throughout elementary, middle and high school. This process will include monitoring grades and test results as well as attendance and discipline histories. Former students will also be interviewed periodically during their 6th, 7th, and 8th grades or their 9th and 10th grades by their instructors from New Bridge in order to make program improvements and refinements. Additionally, inquiry sessions will be held during the year with middle school students and parents of both elementary and middle school students to monitor program effectiveness.

Virginia Department of Education
Evaluation Criteria
New Bridge School, Henrico County Public Schools
Alternative Accreditation Plans for Special Purpose Schools

Criteria	Yes	No	Limited
School characteristics and instructional program:			
1. The mission, purpose, and target population of the school justify its categorization as a “special purpose” school and, therefore, eligible to request an alternative accreditation plan.	√		
2. The characteristics and special needs of the student population are clearly defined, and the criteria for student placement require parental consultation and agreement.	√		
3. The program of instruction provides all students with opportunities to study a comprehensive curriculum that is customized to support the mission of the school.			√
4. The school provides transition planning to help students be successful when they return to a regular school setting.	√		
5. Strategies used to evaluate student progress are aligned to the mission/purpose of the school and include academic achievement measures.			√
6. Convincing evidence has been provided that students enrolled in the school have not been successful in other schools subject to all the accrediting standards.	√		
7. Students will be taught with highly qualified teachers who meet the Board of Education’s licensure requirements for instructional personnel.	√		
Alternative Accreditation Plan:			
1. Rationale and evidence provide convincing evidence that the “special purpose” nature of the school precludes its being able to reach and maintain full accreditation status as defined in the SOA.	√		
2. Alternative accreditation criteria described in the plan include academic achievement measures that are objective, measurable, and directly related to the mission and purpose of the school.			√
3. The plan includes use of statewide assessment student achievement results of English and mathematics.	√		
4. The plan meets the testing requirements of the SOA.	√		

Criteria	Yes	No	Limited
5. The plan meets the testing requirements of NCLB and describes how the school plans to meet “adequate yearly progress” requirements of the federal law.			√
6. The plan provides convincing evidence that all pre-accreditation eligibility criteria are met for standards in which waivers have not been requested.			√
7. Waivers have been requested for accrediting standards that are not being met, and the rationale for the waivers are clear and appropriate for the mission/purpose of the school.		√	

Board of Education Agenda Item

Item: _____ D. _____

Date: October 26, 2005

Topic: First Review of a Request for Approval of an Alternative Accreditation Plan from the Richmond City Public Schools for the Adult Career and Development Center

Presenter: Mrs. Kathleen M. Smith, Director of the Office of School Improvement
Dr. Deborah Jewell-Sherman, Superintendent, and Dr. Yvonne Brandon, Associate Superintendent for Instruction and Accountability, Richmond City Public Schools

Telephone Number: 804-225-2865

E-Mail Address: Kathleen.Smith@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

X Board review required by

_____ State or federal law or regulation

X Board of Education regulation

_____ Other: _____

_____ Action requested at this meeting X Action requested at future meeting: November 30, 2005
(date)

Previous Review/Action:

X No previous board review/action

_____ Previous review/action

date _____

action _____

Background Information:

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* adopted by the Board in July 2000, Section 8 VAC 20-131.280.D. of the standards states:

Special purpose schools such as regional, special education, alternative, or career and technical schools that serve as the student's school of principal enrollment shall be evaluated on standards appropriate to the programs offered in the schools and approved by the Board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

Section 22.1-253.13:1.D.8 of the *Standards of Quality* requires local school boards to provide educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Board of Education. Regulations governing programs such as this are found in the accrediting standards, which permit alternative accreditation plans and allow the Board to grant waivers to certain provisions of the standards.

In September 2004, at the board's request, the department developed a template for school divisions to use in preparing alternative accreditation plan proposals. The department also developed criteria for the evaluation of proposals. This request has been reviewed against the evaluation criteria and a copy of the department's review is attached.

Summary of Major Elements:

The school board of Richmond City is proposing an alternative accreditation plan for the Adult Career Development Center (ACDC), an alternative school that serves disadvantaged students ages 17 through 19. The school serves expecting mothers (ages 14-19), mothers with infant children needing child-care, and disadvantaged, over-aged students needing to earn fewer than seven credits for high school completion. In addition, the center serves as the essential community hub for Adult Basic Education, General Education Diploma (GED) preparation, infant care, early childhood education, English Speakers of Other Languages (ESOL), vocational educational training and parenting classes.

Seventy-five percent of the students referred to ACDC are seniors from comprehensive high schools who are at least two years behind in graduating. Thirty percent of the students are academically challenged because they have failed two or more classes. These students have not been allowed to take senior-level courses due to the sequential requirement for course enrollment. Seventy-five percent of the seniors referred to ACDC are deficient in Standards of Learning (SOL) verified credits. Approximately 20% of ACDC students have passed the course(s) but did not take the end-of-course SOL assessment(s) due to poor attendance, health and family issues (homelessness), or pregnancy. Seventy percent of the students at ACDC are taking two courses in the same subject area (e.g. English 11 and English 12 or United States History and United States Government). ACDC administers SOL assessments to students who are enrolled only a few days prior to the test administration due to the disciplinary hearing process or through release from incarceration. This time lapse and change of setting negatively impact both the student's success and the ACDC pass rate.

In most cases, students are referred to ACDC due to poor performance in the regular high school setting. This type of placement is voluntary; therefore, parents must agree to the placement and actively participate in an orientation session explaining the program. Pregnant students are referred to ACDC for the extraordinary resources available in the areas of child development, nutrition, and family literacy. The school has a full-time school social worker to assist these students.

Some students are referred to ACDC through the disciplinary hearing officer. This type of placement is usually involuntary and will, in most cases, last for the entire school year. In each instance, parents are required to attend an orientation session with a guidance counselor and administrator.

The purpose of ACDC is to offer students instructional support and behavioral fundamentals to successfully earn standard and verified units of credit needed to receive a diploma or prepare for the GED. Teachers disaggregate weekly assessment data and meet with administrators on a regular basis to discuss its implications for instruction.

Richmond City Public Schools is requesting that the school's accreditation be based on student academic achievement measured by a composite score of 70% passing in English Reading, English Writing, History, Science and Mathematics. All ACDC students will take required SOL test(s), and the results will count in the school's accreditation rating.

Richmond City Public Schools is requesting waivers to the provision of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, VAC 20-131-300 C, to allow accreditation for the ACDC to be based on combined pass rates in the four core content areas.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept for first review the request for approval of an alternative accreditation plan from Richmond City Public Schools for the Adult Career Development Center.

Impact on Resources: There is no impact on the resources of the Department of Education.

Timetable for Further Review/Action: This item will be presented to the Board of Education for final review at its meeting on November 30, 2005.

**COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA**

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC 20-131-10 et. seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (22.1-253.13:1 et. seq.). The annual accrediting cycle for public schools is July 1 through June 30. This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to August 1 of the school year in which the plan is to be implemented.

8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part): *Special purpose schools such as regional, special education, alternative, or career and technical schools that serve as the student's school of principal enrollment shall be evaluated on standards appropriate to the programs offered in the school and approved by the Board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.*

The Board of Education, in its *Guidelines Governing the Implementation of Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, states:

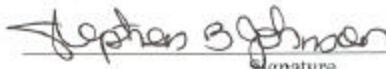
Schools described in this section are those that serve as a student's school of principal enrollment and where students are reported in fall membership for the school. Fall membership determines whether or not these schools are subject to the provisions of the accrediting standards; therefore, schools reporting fall membership are subject to the provisions of the standards. These schools may or may not administer Standards of Learning (SOL) tests.

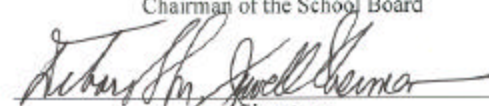
In accordance with the provisions of 8 VAC 20-131-330 of the standards, local school boards may seek waivers of provisions of the standards to address the unique needs of these special purpose schools. Such requests may include an alternative accreditation plan. Applications must be submitted to the Board for consideration at least ninety days prior to August 1 of the school year. Requests for consideration must be accompanied by information that documents the need for approval of the request.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

September 06, 2005
Date Approved
by the Local School Board

September 06, 2005
Submission Date


Signature
Chairman of the School Board


Signature
Division Superintendent

ALTERNATIVE ACCREDITATION PLAN TEMPLATE

School Name	The Adult Career Development Center	Division	Richmond City Schools
School Address	119 West Leigh Street Richmond Virginia 23220		
Contact Person	Martha P. Suber, Principal	Phone	(804) 780-4388
Fax	(804) 780-8184	E-mail Address	msuber@ richmond.k12.va.us
Proposed Duration of the Plan	School year 2005-06		
Grade Levels Served	The High School Completion program at ACDC serves students in grades 6-12 (Gr. 6-8, expectant mothers only) – In addition to High School, ACDC provides Pre-GED and GED-Preparation, Adult Basic Education, ESOL and Family Literacy. The school also has Early Head Start and Head Start programs in the building.		
No. Students Enrolled by Grade Level	Gr. 6=0 Gr. 7=0 Gr 8=3 Gr. 9=2 Gr. 10=2 Gr. 11=13 Gr. 12=136		

I. Describe the mission and purpose of the school.

The High School Completion Program (HSC) at the Adult Career Development Center has, as its primary mission, drop-out intervention/prevention for disadvantaged students 17, 18, and 19 years old. Historically, the school has been an oasis for young expecting mothers (ages 14 – 19), young mothers with infant children needing child care, and disadvantaged overaged students needing to earn fewer than 7 credits for high school completion. In addition, the center serves as an essential community hub for Adult Basic Education, General Education Diploma preparation, Infant Care, Early Childhood Education (HeadStart,) English Speakers of Other Languages (ESOL), vocational educational training and parenting classes.

II. Describe the Characteristics of the Student Population Served by the School. Include demographic information that identifies the subgroups attending the school, the criteria used to determine the students' placement in this school, and the policies governing parental involvement in determining the placement.

Seventy-five (75%) percent of the students referred to ACDC are seniors from comprehensive high schools who are at least two years behind (overage), while only twenty-five (25%) percent are underclassmen. Thirty (30%) percent of the students are academically challenged because they have failed two or more classes normally passed in the ninth or tenth grades. These students have not been allowed to take senior level courses due to the sequential requirement for course enrollment. Seventy-

five (75%) percent of the seniors referred to ACDC are deficient in SOL verified credits. In some cases these students have passed the course(s) but did not take the EOC test due to poor attendance, health and family issues (homelessness), or pregnancy. In many cases the student has failed a non-sequential ninth or tenth grade course. Seventy (70%) percent of the students at ACDC are taking two courses in the same subject area (e.g. 11 English and 12 English or VA US History and 12 US Government).

Additionally, it should be noted that approximately twenty (20%) percent of the students at ACDC take EOC assessments for courses that were passed before these students were referred to ACDC. We administer the tests to students who may have come to us just a few days prior to the test administration due to the disciplinary hearing process or through release from incarceration. This time lapse and change of setting negatively impact both the student's success and the ACDC pass rate. Eighty-Seven (87%) percent of the total population attending ACDC are African-American. Eight (8%) of the total population attending ACDC are Hispanic. Three (3%) percent of the total population attending ACDC are Caucasian. Two (2%) percent of the total population attending ACDC are Asian/Pacific Islander.

In most cases, students are referred to ACDC due to poor performance in the regular high school setting. This type of placement is voluntary; therefore, parents must agree to the placement and actively participate in an orientation session explaining the program. Pregnant students are referred to ACDC for the extraordinary resources available in the areas of Child Development, GRADS, Nutrition and Family Literacy. The school has a full time school social worker to assist these students. Students are also referred to ACDC through the disciplinary hearing officer. This type of placement is usually involuntary and will in most cases last for the entire school year. In each instance, parents are required to attend an orientation session with a guidance counselor and administrator.

III. Describe the instructional program and support services offered by the school. Include a profile of the teaching staff and its qualifications, characteristics of the program that makes it a special purpose school, any differentiated instructional methodologies used, and transition plans for the students.

The instructional program at ACDC follows the direct instruction model and has a seven period day, with all teachers having a common unencumbered lunch. ACDC uses components of the High Schools That Work School Improvement Model. One-hundred (100%) percent of the core subject faculty have a common unencumbered planning period. Three (3) elective teachers share a different common planning period. Teachers at ACDC are not assigned monitorial duties. The established PTR is 15:1, the actual PTR is 12:1. In some cases history teachers have requested a higher PTR of 18:1 to facilitate better group instruction and teaming. Remediation is accomplished through an enrichment class which meets each day for 35 minutes and starting next year through double dosing, where some students will attend the same class two periods each day. All ACDC HSC teachers are highly qualified and hold certifications in the areas in which they teach. To address the need for improvement in math we have assigned three different teachers to teach the subject in three consecutive years. The teachers from 2004 and 2005 were both recruited to our building because they are highly qualified and fully certified in math. Both geometry teachers (2004 & 2005) hold advanced degrees and were extremely committed to surpassing the 70% pass percentage. The school is divided by High School Completion (HSC) and GED programs: elective teachers teach both HSC and GED students.

IV. Describe the strategies and instruments used by the school to evaluate student progress toward established goals and objectives.

For the school year 2004-05 ACDC followed the High Schools that Work Model. ACDC instituted an enrichment class that met for thirty-five (35) minutes each day. All HSC students were required to take the enrichment class. The class time was used primarily for remediation and tutoring. Classes with no EOC assessment used the time for career planning, counseling and tutoring. After assessing the students during regular class time, SOL teachers identified those students who would most likely benefit from the extra help. Students were then assigned to the enrichment class in which they needed extra help passing EOC SOL assessment. In cases where students were deficient in more than one SOL assessed course, teachers were encouraged to share those students for at least two days per week or when the need was most apparent based on weekly assessment data. ACDC has also worked with University Tutors Inc., to assist with direct one-on-one remediation for some students. This year, a well-respected, retired RPS employee was hired to tutor six (6) seniors who had not passed the World History SOL when they were in the 9th grade. The students needed the verified credit to receive a standard diploma but had not taken the World History II course in at least three years. Three of the six students passed the World History II exam, the other three received scores higher than 375 and met the criteria to receive a locally awarded verified credit. One of the students who passed the test had taken the assessment six (6) times prior to this year at another school.

Teachers at ACDC use the VDOE EOC Released tests from years 2001-2004 to assess student progress.

EOC teachers at ACDC judiciously use the Stuart Flanagan quarterly benchmark measures, in addition to the eduTest computer based assessments, and bi-weekly and weekly assessments. Teachers disaggregate the data weekly and meet with their administrator on a regular basis to discuss the data and its implications for instruction. English teachers use the VDOE issued EPAT computer programs.

Algebra I

Glencoe Algebra I Text - Glencoe Practice Workbook - Algebra I VA SOL by Luster

Algebra I VA SOL by Lapenskie - RPS Treasure Chest for Algebra I - Released Tests

Websites:

Regentsprep.org - education.jlab.org - Aaa.math.com - Nctm.illuminations.org

Shodor.org - ti.com - Math Science Center Lessons for Algebra I

Calculators: TI-83 plus.

Geometry:

Geometry I Glencoe (adopted text) - Practice Workbook for Geometry by Glencoe

SOL Test Geometry by Luster - Geometry Coach by Lapinskie - RPS Treasure Chest for Geometry – VDOE Released tests.

Calculators :TI-83 plus

Websites:

education.jlab.org - www.pen.k12.va.us – eduTest.Com

V. Does the school meet the pre-accreditation eligibility requirements outlined in 8 VAC 20-131-280.F. of the accrediting standards? (If not, waivers must be requested for each accreditation standard not being met.)

X
Yes

No

VI. List each standard and provide a detailed explanation of why the standard is not appropriate for the school. (Note: Waivers of the assessment requirements of the No Child Left Behind Act of 2001 and the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* are not available.)

The standard not appropriate for the school is the 70% pass rate in each high school EOC SOL testing area. The rationale for this request is based on the school's math scores historically being the subject area not meeting the 70% passing threshold due to the small number of students taking the test for the first time in math.

VII. List the standards or student academic achievement criteria on which you propose to base the school's accreditation and provide a detailed rationale for selecting each. The standards/criteria must be objective, measurable, and related directly to the mission and purpose of the school. Provide data to support your rationale.

ACDC is requesting that our accreditation be based on student academic achievement measured by a composite score of 70% passing in English Reading, English Writing, History, Science and Math. Our current data indicates that we have achieved passing rates above 80% in all areas other than math. For the last two years our combined math scores have been at least 65%, however, the small number of students testing and attendance issues that are common to the alternative population we serve have prevented our students from achieving a 70% pass rate in math due to the need for sequential learning of the math objectives. This request is based on the open enrollment policy in our high school completion program, multiple concerns with our pregnant and parenting youth, and student placements at any time during the school year by the Disciplinary Hearing Officer. These factors contribute to serious gaps in the timeline and sequential instruction needed to successfully pass the math SOL Tests. Another factor is the low number of students taking math SOL Tests for the first time at ACDC. For example, during this school year ACDC only had two students who took Algebra I for the first time. One student with serious attendance problems failed the test, yielding a 50% pass rate for first time testers. Each year we have had cases where students are referred to ACDC who have passed the math class at their zoned school, but due to attendance issues or disciplinary problems did not take the math SOL test at their zoned comprehensive high school. The 2004-05 attendance rate for students was 74.9%.

VIII. Describe who was involved in the development of the proposed plan.

Dr. Yvonne Brandon, Associate Superintendent for Instruction and Accountability - Richmond Public Schools

Martha P. Suber, Principal - ACDC

Betsy Roberson, Director of Pupil Personnel - Richmond Public Schools

Bill McGee, Asst. Principal | High School Completion Administrator | Site Testing Coordinator - ACDC

Jane B. Rule, Head Guidance Counselor - ACDC

Dr. Deborah Turner, Guidance Counselor | Co-Testing Coordinator - ACDC

IX. Describe the method(s) to be used in evaluating the success of the plan.

In 2005-06, the Adult Career Development Center will be evaluated using combined EOC assessment scores for high school English Reading, English Writing, History, Science and Math assessments with a composite minimum pass rate of 70%.

**Virginia Department of Education
Evaluation Criteria
Adult Career Development Center, Richmond City Public Schools
Alternative Accreditation Plans for Special Purpose Schools**

Criteria	Yes	No	Limited
School characteristics and instructional program:			
1. The mission, purpose, and target population of the school justify its categorization as a “special purpose” school and, therefore, eligible to request an alternative accreditation plan.	v		
2. The characteristics and special needs of the student population are clearly defined, and the criteria for student placement require parental consultation and agreement.	v		
3. The program of instruction provides all students with opportunities to study a comprehensive curriculum that is customized to support the mission of the school.	v		
4. The school provides transition planning to help students be successful when they return to a regular school setting. Note: Students transition to a diploma or GED not back to a base school.		v	
5. Strategies used to evaluate student progress are aligned to the mission/purpose of the school and include academic achievement measures.	v		
6. Convincing evidence has been provided that students enrolled in the school have not been successful in other schools subject to all the accrediting standards.	v		
7. Students will be taught with highly qualified teachers who meet the Board of Education’s licensure requirements for instructional personnel.	v		
Alternative Accreditation Plan:			
1. Rationale and evidence provide convincing evidence that the “special purpose” nature of the school precludes its being able to reach and maintain full accreditation status as defined in the SOA.			v
2. Alternative accreditation criteria described in the plan include academic achievement measures that are objective, measurable, and directly related to the mission and purpose of the school.	v		
3. The plan includes use of statewide assessment student achievement results of English and mathematics.	v		
4. The plan meets the testing requirements of the SOA. Note: All students are tested at the completion of the SOL course.			v

Criteria	Yes	No	Limited
5. The plan meets the testing requirements of NCLB and describes how the school plans to meet “adequate yearly progress” requirements of the federal law.			v
6. The plan provides convincing evidence that all pre-accreditation eligibility criteria are met for standards in which waivers have not been requested.	v		
7. Waivers have been requested for accrediting standards that are not being met, and the rationale for the waivers are clear and appropriate for the mission/purpose of the school.	v		

Board of Education Agenda Item

Item: _____ E. _____

Date: _____ October 26, 2005 _____

Topic: Final Review of Proposed Criteria for Implementing Experiential Learning Credits for Alternate Route Applicants Seeking Initial Licensure

Presenter: Dr. Thomas A. Elliott, Assistant Superintendent for Teacher Education and Licensure

Telephone Number: 804/371-2522

E-Mail Address: Thomas.Elliott@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

X Board review required by

_____ X State or federal law or regulation

_____ Board of Education regulation

_____ Other: _____

X Action requested at this meeting _____ Action requested at future meeting: _____ (date)

Previous Review/Action:

_____ No previous board review/action

X Previous review/action

date _____ September 21, 2005 _____

action The Board of Education received the item for first review.

Background Information:

The 2005 General Assembly approved House Bill 2790 requiring that the Board of Education, in its regulations governing teacher licensure, establish criteria and a procedure to allow persons seeking initial licensure as teachers through an alternative route as defined by Board regulations to substitute experiential learning in lieu of coursework. This language was incorporated in Section 22.1-298 of the *Code of Virginia*.

On June 22, 2005, the Board of Education approved the technical revision to incorporate House Bill 2790 language into the *Regulations Governing the Licensure of School Personnel* and authorized personnel of the Department of Education to proceed with the requirements of the Administrative Process Act. The Administrative Process Act (Section 2.2-4006 of the *Code of Virginia*) exempts revisions to regulations that are necessary to conform to changes in Virginia statutory law where no agency discretion is involved from its requirements. The APA process concluded on September 22, 2005, and the technical amendment became effective. The criteria, received by the Board of Education for first review on September 21, 2005, will be incorporated into the proposed *Regulations Governing the Licensure of School Personnel* upon final approval.

Summary of Major Elements

A meeting was held with educators, representatives from the school division for which the house bill was patroned, and Department of Education personnel to develop the attached criteria and procedures for Board of Education review and approval. Attached are the “Criteria for Implementing Experiential Learning Credits for Alternate Route Applicants Seeking Initial Licensure.”

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education adopt the “Criteria for Implementing Experiential Learning Credits for Alternate Route Applicants Seeking Initial Licensure.”

Impact on Resources: N/A

Timetable for Further Review/Action: N/A

Criteria for Implementing Experiential Learning Credits for Alternate Route Applicants Seeking Initial Licensure

Individuals applying for an initial license through the alternate route as prescribed by the Board of Education must meet the following criteria to be eligible to request experiential learning credits in lieu of the coursework for the endorsement (teaching) content area:

1. Hold a baccalaureate degree from a regionally accredited college or university;
2. Have at least five years of documented full-time work experience that may include specialized training related to the endorsement sought; and
3. Have met the qualifying score on the content knowledge assessment prescribed by the Board of Education.

The criteria does not apply to teachers of special education and elementary education (prek-3 and prek-6); however, in administering the *Licensure Regulations for School Personnel*, modifications may be made in exceptional cases by the Superintendent of Public Instruction or designee.

Board of Education Agenda Item

Item: _____ F. _____

Date: _____ October 26, 2005 _____

Topic: First Review of Additions and Deletions to the Board-Approved List of Supplemental Educational Services Providers Under the *No Child Left Behind Act of 2001*

Presenter: Dr. Linda M. Wallinger, Assistant Superintendent for Instruction

Telephone Number: 804-225-2034

E-Mail Address: Linda.Wallinger@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

☒ Board review required by
 ☒ State or federal law or regulation
 _____ Board of Education regulation
 _____ Other: _____

☒ Action requested at this meeting _____ Action requested at future meeting: _____ (date)

Previous Review/Action:

_____ No previous board review/action

☒ Previous review/action
date September 26, 2002; February 26, 2003; May 28, 2003; July 23, 2003; September 17, 2003; October 22, 2003; November 19, 2003; January 7, 2004; and April 28, 2004; October 28, 2004
action Approved initial list of Supplemental Educational Services Providers and revised list

Background Information: The *No Child Left Behind Act of 2001* (NCLB) requires Title I schools that do not meet the state's adequate yearly progress (AYP) targets for three consecutive years in the same subject area to offer a choice of supplemental educational services to parents of eligible children. Virginia has schools that are offering or are continuing to offer supplemental educational services during the 2005-2006 school year. These services must be offered to eligible students until the identified schools exit Title I School Improvement.

The *No Child Left Behind Act of 2001* requires states to identify and maintain a list of supplemental educational services providers. Supplemental educational services are tutoring and academic enrichment services that are provided in addition to daily instruction outside of the regular school day. A supplemental educational services provider can be a non-profit entity, a for-profit agency, or another school division. The services must be of high quality, research-based, and specifically designed to increase the academic achievement of eligible children in mastering the English and Mathematics Standards of Learning and in achieving proficiency on Standards of Learning tests. NCLB requires that states maintain an approved list of supplemental educational services providers across the state and by school division from which parents can select.

Summary of Major Elements: On July 25, 2002, the Board of Education adopted the NCLB criteria for the approval of supplemental educational services providers. The criteria specified that providers:

- demonstrate the ability to provide parents and the local education agency (LEA) with information on the progress of children in a format and language that parents can understand;
- document a track record of effectiveness;
- ensure that the instruction provided and the content used are consistent with the instruction and content used by the LEA and are aligned with the state's student academic achievement standards;
- meet all federal, state, and local health and safety and civil rights laws;
- ensure that all instruction and content are neutral and non-ideological; and
- offer services within a financially sound management structure.

The department has received applications in response to the Request for Proposals (RFP) from potential supplemental educational services providers. The Board of Education, at its September 2002 meeting, approved the initial list of recommended supplemental educational services providers and recommended revisions to the list in subsequent meetings. As shown below, the department recommends adding four providers to Virginia's board-approved list and removing two at the providers' request. Provider contact information is attached.

PROVIDER	FOCUS AREA AND GRADE LEVEL	SERVICE AREA
Aligned Interventions Educational Services	Reading/Language Arts (K-12)	Caroline, Charles City, Chesterfield, Hanover, Henrico, Petersburg, Richmond City
Educational Options, Inc.	Reading Mathematics (7-12)	All Divisions
Extended Learning Opportunities (ELO)	Reading (K-5)	Arlington
NCLB Tutors	Reading/Language Arts (K-12)	All Divisions

Providers Deleted from List Upon Their Request

PROVIDER	DELETION REASON	REQUEST MADE
HOSTS Learning	Reorganization of the company	August 3, 2005
SMARTHINKING	No longer providing SES services	September 7, 2005

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and accept the revised board-approved list.

Impact on Resources: School divisions with identified Title I schools in School Improvement are required to set aside an amount equal to 20 percent of the local educational agency's Title I, Part A, allocation for the provision of supplemental educational services and other Title I School Improvement requirements, as appropriate.

The provisions of the *No Child Left Behind Act of 2001* will have an impact on the agency's staff resources. This impact can be absorbed through the agency's existing resources at this time. If the agency is required to assume additional duties related to review and approval of supplemental educational services providers, other services will be impacted.

Timetable for Further Review/Action: The solicitation and review of potential supplemental educational services providers are ongoing.

ADDITIONAL SUPPLEMENTAL EDUCATIONAL SERVICES PROVIDERS**Recommended: October 26, 2005**

Name of Provider	Contact Information	Focus and Grade Levels	School Divisions Provider Can Serve (Service Areas)
Aligned Interventions Educational Services	Roberta L. Walker P.O. Box 35328 Richmond, Virginia 23235 Phone: (804) 357-0111 Fax: (804) 560-0177 E-mail: alignmentrules@aol.com Web site: N/A	Reading/Language Arts (K-12)	Caroline, Charles City, Chesterfield, Hanover, Henrico, Petersburg, Richmond City
Educational Options, Inc.	Thomas E. Sawner, Chief Executive Officer 3440 N. Fairfax Drive Arlington, Virginia 22201 Phone: (703) 243-7460 Fax: (703) 248-0704 E-mail: sawner@edoptions.com Web site: http://www.edoptions.com	Reading Mathematics (7-12)	All Divisions
Extended Learning Opportunities (ELO)	Suzanne Swendiman, Director 2801 Clarendon Boulevard, Suite 306 Arlington, Virginia 22201 Phone: (703) 228-7224 Fax: (703) 288-7205 E-mail: sswendim@arlington.k12.va.us Web site: N/A	Reading (K-5)	Arlington
NCLB Tutors	Stephannie Wyckoff 121 South Main Street, Suite 400 Akron, Ohio 44308 Phone: (888) 625-2999 Ext. 231 Fax: (330) 535-7022 E-mail: stephannie.wyckoff@nclbtutors.com Web site: http://www.nclbtutor.com/	Reading/Language Arts (K-12)	All Divisions

Providers Deleted from List Upon Their Request

PROVIDER	DELETION REASON	REQUEST MADE
HOSTS Learning	Reorganization of the company	August 3, 2005
SMARTHINKING	No longer providing SES services	September 7, 2005

Board of Education Agenda Item

Item: _____ G. _____

Date: _____ October 26, 2005 _____

Topic: First Review of Timeline for the Review and Approval of the Revised English Language Proficiency Standards of Learning

Presenter: Dr. Linda M. Wallinger, Assistant Superintendent for Instruction

Telephone Number: **E-Mail Address:** Linda.Wallinger@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

_____ Board review required by

_____ X State or federal law or regulation

_____ Board of Education regulation

_____ Other: _____

X Action requested at this meeting _____ Action requested at future meeting: _____ (date)

Previous Review/Action:

X No previous board review/action

_____ Previous review/action

date _____

action _____

Background Information:

In compliance with the Code of Virginia, the Board of Education adopted a schedule for review and revisions to the Standards of Learning at its September 28, 2000, meeting.

Code of Virginia 22.1-253.13:1-2 By October 1, 2000, the Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis.

In action taken at its meeting on September 21, 2005, the board approved the English Language Proficiency Standards of Learning for review and revision if necessary, as part of its comprehensive plan for 2005-2010.

Summary of Major Elements

Using an established review process and criteria, the Department of Education plans a review of the current Standards of Learning for English Language Proficiency according to the attached timeline.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board waive first review and approve the timeline.

Impact on Resources:

The Department of Education administers the state standards review process. The agency's existing resources can absorb this responsibility at this time.

Timetable for Further Review/Action:

Upon approval, the Department of Education will provide information to all interested parties according to the attached timeline.

**PROPOSED SCHEDULE FOR THE REVIEW OF
THE ENGLISH LANGUAGE PROFICIENCY
STANDARDS OF LEARNING**

November 17, 2005	<p>A Superintendent's Memorandum is distributed that: announces the schedule of the review process; announces the availability of a Standards of Learning review/comment page on the Department of Education Web site; and requests that division superintendents submit nominations for review team members.</p> <p>The Department of Education posts on its Web site a Standards of Learning review/comment page for the 2002 English Language Proficiency Standards of Learning. The page will be active for 30 days.</p>
January 2006	<p>The Department of Education aggregates and conducts a preliminary analysis of the comments entered on the Web page.</p>
March 2006	<p>The Standards of Learning review team meets for four days to: analyze statewide Web page input; review national documents and reports as necessary; and make recommendations for potential changes.</p>
April 2006	<p>The Department of Education prepares the review team's comments in a draft.</p>
May 2006	<p>The Department of Education and the steering committee (a subgroup of the review team) meet to discuss and review the draft English Language Proficiency Standards of Learning for first review by the Board of Education.</p>
June 2006	<p>The Department of Education presents the draft document to the board for first review.</p>
July 2006	<p>The proposed Standards of Learning document is distributed for public comment. The document is placed on the Virginia Department of Education Web site for review. One or more public hearings are held as prescribed by the Board of Education.</p>
September 2006	<p>The Superintendent of Public Instruction presents the proposed English Language Proficiency Standards of Learning to the Board of Education for final review and adoption. The final document is posted on the Department of Education Web site within three weeks of adoption.</p>
October 2006	<p>Printed copies of the approved English Language Proficiency Standards of Learning are distributed to K-12 schools and local school division central offices.</p>

Board of Education Agenda Item

Item: _____ H. _____

Date: October 26, 2005

Topic: First Review of Revised Fine Arts Standards of Learning

Presenter: Mrs. Cheryle C. Gardner, Principal Specialist of Fine Arts

Telephone Number: 225-2881

E-Mail Address: Cherry.Gardner@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

X Board review required by

X State or federal law or regulation

_____ Board of Education regulation

_____ Other: _____

X Action requested at this meeting _____ Action requested at future meeting: _____

Previous Review/Action:

X No previous board review/action

_____ Previous review/action

Date _____

Action _____

Background Information:

Academic content Standards of Learning for Fine Arts were developed in 1983 for music and visual arts, in 1985 for theatre arts, and in 2000 for dance arts. In 1989, the visual arts Standards of Learning were revised. In May 2000, the Fine Arts Standards of Learning were revised for dance arts, music, theatre arts, and visual arts.

The Standards of Quality require the Board of Education to review the Standards of Learning on a regular schedule. The Fine Arts Standards of Learning are due for review in 2006. As a result, on May 25, 2005, the board approved a plan to review these standards and develop levels three and four for theatre arts during the 2005-2006 academic year. In accordance with the plan, the Department of Education took the following steps to produce a draft of the reviewed Fine Arts Standards of Learning for the board's first review:

- Solicited online professional comments from stakeholders, including teachers, parents, and administrators;
- Selected a steering committee and writing team that consisted of recommended individuals solicited from school divisions as well as other stakeholder groups (representatives from professional organizations, universities, etc.) to participate in the process;
- Convened the steering committee and contracted a music consultant in June 2005, to plan the process;

Background Information (continued)

- Met with the dance arts, music, visual arts writing teams and consultant July 25 and 26, 2005, and the theatre arts writing team July 25-28, 2005;
- Re-convened the steering committee in September 2005, to review the work of the writing teams; and
- Developed a draft of the reviewed Fine Arts Standards of Learning.

Summary of Major Elements:

The attached draft of the revised Fine Arts Standards of Learning consists of the following elements:

Introduction

The Fine Arts Standards of Learning identify essential content, processes, and skills for each level of the Dance Arts, Music, Theatre Arts, and Visual Arts Standards of Learning.

Goals

Each Fine Arts Standards of Learning for dance arts, music, and theatre arts contain nine goals; the visual arts, ten. The content of the standards is intended to support each goal.

Strands

Included in the introductory material for each Fine Arts Standards of Learning is an explanation of the content strands that remain constant as organizing principles for all levels. The strands reflect performance and production, cultural context and history, judgment and criticism, and aesthetics.

Standards of Learning

Dance Arts	Middle School Exploratory Dance Arts, Dance I, and Dance II;
Music	Kindergarten through Grade Five, General Music/Grades 6-8, General Music/Grades 9-12, Instrumental/Beginning Level, Instrumental/Intermediate Level, Instrumental/Advanced Level, Instrumental/Artist Level, Vocal/Beginning Level, Vocal/Intermediate Level, Vocal/Advanced Level, and Vocal/Artist Level;
Theatre Arts	Middle School Exploratory Dramatics, Theatre I/Introduction to Theatre, Theatre II/Dramatic Literature and Theatre History, Theatre III/Intermediate Acting and Playwriting, and Theatre IV/Advanced Acting and Directing; and
Visual Arts	Kindergarten through Grade Eight, Art I/Art Foundations, Art II/Intermediate, Art III/Advanced Intermediate, and Art IV/Advanced.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept the draft Fine Arts Standards of Learning for first review.

Impact on Resources:

This responsibility can be absorbed by the agency's existing resources at this time. If the agency is required to absorb additional responsibilities related to this activity, other services may be impacted.

Timetable for Further Review/Action:

The SOL Revision Work Plan calls for public hearings, final review, and adoption of the Standards of Learning by the Board of Education by late spring 2006.

DRAFT

**Fine Arts
Standards of
Learning**

**for
Virginia
Public Schools**



**Board of Education
Commonwealth of Virginia**

October 26, 2005

DRAFT

Dance Arts Standards of Learning

**for
Virginia
Public Schools**



**Board of Education
Commonwealth of Virginia**

October 26, 2005

Dance Arts Standards of Learning

Introduction

The Dance Arts Standards of Learning identify the content and skills required as essential components of the dance arts curriculum through the middle school and core high school courses. The standards are designed to be cumulative and progress in complexity by course from the middle school through the secondary level.

Throughout a student's dance arts education, specific content strands or topics are included. These strands are performance and production, cultural context and dance history, judgment and criticism, and aesthetics. It is through the acquisition of these concepts, content, and skills that the goals for the dance arts can be realized. A comprehensive dance arts program provides students with the ability to develop thinking skills and draw upon core academic areas to solve problems of creation, design, and execution. Through participation in the dance arts, students develop individual expression and the ability to work collaboratively to achieve common artistic goals.

The Dance Arts Standards of Learning provide a foundation for dance study at middle and high school levels and suggest the minimum criteria for a comprehensive dance education program. The standards are readily applicable to a variety of dance techniques and styles, including ballet, modern, jazz, and the dance of world cultures. Teachers will consistently model appropriate use of copyrighted and royalty-protected materials. ~~Teachers~~ They are encouraged to go beyond the standards and develop instructional processes that exceed these minimum criteria.

Goals

The content of the Dance Arts Standards of Learning is intended to support the following goals for students:

- Develop the technical and artistic skills necessary for expressive dance performance and for the safe training and care of the body as an instrument;
- Creatively solve choreographic problems through use of the principles, processes, and structures of dance composition;
- Demonstrate knowledge of the elements of dance production and the safe use of materials, methods, and technologies;
- Understand dance within the contexts of history, culture, and other art forms, and the role of dance as a vehicle for human expression;
- Develop observation and critical thinking skills for the evaluation of dance works and their impact on society;
- Make connections between dance arts and other fields of knowledge, including awareness of the impact of technology on dance creativity and performance;
- Understand the variables of culture and experience that shape the aesthetics of individuals and societies;
~~and~~
- Articulate personal aesthetic preferences and apply aesthetic criteria to the creation and evaluation of dance works; and
- Develop awareness of copyright and royalty requirements for productions.

Strands

Performance and Production

Students will develop a range of physical skills associated with dance performance and demonstrate an intellectual and physical understanding of safe, expressive dance technique. Through study of the principles, processes, and structures of dance composition, students will creatively design and implement choices that support the intent of their choreographic concepts. Students will participate in all aspects of dance production and demonstrate appropriate use of related materials, methods, and technologies.

Cultural Context and Dance History

Students will understand dance arts within the contexts of culture and history. Students will examine the interrelationship of current events, developing technologies, and dance in society. By viewing and evaluating the work of acclaimed choreographers and dance artists, students will become aware of the contribution of the dance arts to the quality of human experience.

Judgment and Criticism

Criticism in dance arts is based upon a thorough understanding of artistry and craft. Students will employ the processes of observing, listening, responding, reflecting, analyzing, interpreting, and evaluating while studying the dance arts. Through thoughtful examination, students will articulate an objective evaluation of dance works by analyzing the creative elements and the dance production as a whole. Students will apply these same processes to the creation and evaluation of their own choreographic work.

Aesthetics

The ability to make qualitative judgments about the dance arts depends upon the ability to experience a sensory, emotional, or intellectual response. Students must recognize the implementation of choreographic and production elements in performance in order to analyze their response and relate that response to the dance experience. Students will gain insight into different cultural perspectives and the factors that shape aesthetic responses.

~~Dance Safety~~ Dance Arts Safety

Safety must be given the highest priority in implementing the Dance Arts Standards of Learning. Students must know how to follow safety guidelines; demonstrate appropriate safety techniques; use equipment safely; and demonstrate dance theatre etiquette both on and off the stage while working individually and in groups. These guidelines apply in both the instructional and the performance settings.

Structurally sound training techniques, as well as wise selection of appropriate resources, materials, and dance experiences must be considered carefully for every instructional activity. Safe facilities for instruction and performance require careful planning, management, and the monitoring of student activities. Class enrollments and audience size must remain within the designed capacity of any instructional or performance setting.

Studio Safety in the Dance Instruction Setting

1. Every effort should be made to provide an instructional site appropriate to dance instruction.
2. Students should be instructed in proper studio rules, dress, and etiquette that provide a safe educational environment.
3. Instructors should stress safe technical practices for their students, including
 - emphasizing the importance of correct alignment and technical skills to minimize the risk of injury while enhancing technical accomplishment; and
 - selecting appropriate movement material to provide technical challenges with a minimum of risk to the student's physical safety.

Theatre Safety in the Dance Performance Setting

Dance production embraces a wide range of activities necessary for a successful performance, including

- design and implementation of lighting, costumes, properties, sound, and scenery;
- technical rehearsals with cast and crew;
- performances with audiences; and
- strike and clean-up of production materials upon completion of performance run.

Each of these activities requires knowledgeable teachers who are prepared to teach the safe use of equipment and facilities. The standards listed below are among those that should be followed to avoid damage or injury:

1. Technical elements designed and implemented according to safety guidelines
 - Stage curtains and drapes should have a flameproof rating and current certification.
 - Stage lighting circuits, dimmers, and fixtures should be properly maintained and regularly inspected (especially for ground continuity).
 - There should be a master switch for the electric supply for stage lighting equipment.
 - Amplified sound volumes should not exceed safe levels.
 - Damaged and worn out equipment should be immediately removed from service.
 - When dance productions require the construction of costumes, properties, and/or scenery, these activities should be conducted under the same conditions and practices used in industrial arts classrooms, including appropriate personal safety equipment such as gloves, goggles, hearing protectors, and dust masks.
 - Stage floor surfaces should be smooth, resilient, not slippery, and free of obstructions.
2. Rehearsals for cast and crew and performances with audiences
 - Technical rehearsals and performances should be staffed with a stage manager, production manager, and/or technical director.
 - A telephone with a direct outside line and emergency numbers posted nearby should be conveniently located in the theatre and studio settings.
 - Exits must be clear and unobstructed at all times.
 - Proper procedures for evacuation of the theatre should be discussed and rehearsed with cast and ushers.
 - During periods of occupancy, no exit door should be locked, chained, or obstructed from opening freely inside the theatre.
 - Exit and emergency lights must be in good operating condition.
 - Fire extinguishers must be well-maintained and available at all times. Appropriate school personnel should be trained in their use.
 - Reasonable access to changing facilities and restrooms should be provided for performers.

3. Strike and clean-up

- Avoid scheduling strike and clean-up immediately after the final performance when fatigue and carelessness can result in accidents and injuries.
- Strike and clean-up must be supervised by an adult with training in theatre safety (usually the technical director).

Middle School

Exploratory Dance Arts

The content of the Middle School Exploratory Dance Arts standards is designed to provide students with an introduction to the study of dance. Students experience dance as an art form that develops critical thinking skills, discipline, collaboration, creativity, and physical skills that safely facilitate the execution of dance movement. Students enrich their views of society, themselves, and other cultures through the study of dance history. This course prepares them for further dance study and nurtures a lifelong appreciation of dance as an expressive and accessible art form.

Performance and Production

- DM.1 The student will demonstrate correct alignment while performing axial movements, including bending, twisting, swinging, and stretching.
- DM.2 The student will demonstrate correct alignment while performing basic locomotor sequences, including walking, running, hopping, jumping, leaping, galloping, skipping, and sliding.
- DM.3 The student will develop dance technique skills and movement vocabulary through replication.
- DM.4 The student will perform short movement sequences that employ specific space, shape, time, rhythm, energy, and effort requirements.
- DM.5 The student will identify performance practices that promote safe technique and recognize incorrect performance of physical skills that can result in injury.
- DM.6 The student will develop personal movement invention using improvisational skills, including imitation, mirroring, and shadowing.
- DM.7 The student will create and perform short choreographic studies that manipulate the elements of space, shape, time, rhythm, energy, and effort.
- DM.8 The student will collaboratively create and perform short choreographic studies that use simple compositional forms, including unison, theme and variation, and canon.
- DM.9 The student will rehearse choreographed dances and execute those dances in performance.
- DM.10 The student will
 - 1. identify and use safety procedures in all dance settings; and
 - 2. use proper care with theatre facilities, equipment, and costumes.
- DM.11 The student will participate in production activities for dance performance (e.g., publicity, running crew, costume care, strike and clean-up).

Cultural Context and Dance History

- DM.12 The student will identify similarities and differences in dance styles from different cultures and historical periods.
- DM.13 The student will research the role of social and folk dance forms in American history.
- DM.14 The student will identify dance as a form of expression, communication, ceremony, and entertainment.
- DM.15 The student will identify the role of performers and audiences for various forms of dance.
- DM.16 The student will identify various dance professions.

Judgment and Criticism

- DM.17 The student will describe in oral and written form personal work and the work of others in choreography and performance using appropriate dance arts vocabulary and terminology.
- DM.18 The student will view live and recorded dance performances and describe the similarities and differences in composition and style through oral and written responses.

Aesthetics

- DM.19 The student will define aesthetics and discuss how it is reflected in dance arts and in everyday life.
- DM.20 The student will discuss ways in which a dance can evoke sensory, emotional, and intellectual responses.
- DM.21 The student will discuss ways in which aesthetic responses to works of dance differ from judgment and criticism.

Dance I

The content of the Dance I standards is designed to provide students with a survey of the dance arts. The course places emphasis on physical and creative skill development while providing opportunities to experience and appreciate dance performance. Historical and cultural studies expand the students' understanding of dance as a vital contribution to society while developing cognitive foundations from which to evaluate dance. Students are encouraged to identify personal areas of interest within the various fields embraced by the dance arts.

Performance and Production

- DI.1 The student will demonstrate correct alignment while standing in a variety of dance shapes and while moving through space.
- DI.2 The student will develop dance technique skills and movement vocabulary, including strength, flexibility, coordination, endurance, balance, and replication.
- DI.3 The student will perform extended movement sequences that employ a variety of space, shape, time, rhythm, energy, and effort requirements.
- DI.4 The student will demonstrate performance practices (e.g., warm-up, cool-down, nutritional awareness, hydration) and identify the relationship between incorrect execution of physical skills and dance injuries.
- DI.5 The student will develop personal movement invention and improvisation skills.
- DI.6 The student will develop movement invention skills to express emotional and/or narrative content.
- DI.7 The student will create choreographic studies for solo, duets, or trios which
 1. manipulate the elements of space, shape, time, rhythm, energy, and effort to communicate choreographic intent;
 2. demonstrate the elements of composition, including unity, variety, intent, development, climax, and resolution; and
 3. use a variety of compositional forms, including unison, theme and variation, canon, ABA, and rondo, ~~and theme and variation~~.
- DI.8 The student will demonstrate a range of performance skills, including rhythmic and movement accuracy in performance.
- DI.9 The student will
 1. identify and use safety procedures in all dance settings; and
 2. use proper care with theatre facilities, equipment, and costumes.
- DI.10 The student will participate in various production support roles for dance performance (e.g., publicity, house management, costume crew, lighting crew, running crew, strike and clean-up, ~~ushering~~).

Cultural Context and Dance History

- DI.11 The student will identify periods, styles, and artists that have contributed to the development of dance as a concert art form prior to 1900.
- DI.12 The student will identify distinguishing features of various dance forms according to past and present world cultures, styles, periods, and ~~of~~ artists.
- DI.13 The student will identify, research, and discuss how dance reflects and records history and culture.
- DI.14 The student will identify various dance-related professionals, including studio personnel, production personnel, and collaborating artists.
- DI.15 The student will demonstrate skill in communicating information by researching current dance institutions in the community and the commonwealth.

Judgment and Criticism

- DI.16 The student will describe, interpret, and evaluate dance works for choreographic, performance, and production elements using appropriate dance arts vocabulary and terminology.
- DI.17 The student will view dance performance compared to other art forms (e.g., visual arts, music, film, theatre, literature) and analyze similarities, differences, and the expression of common themes through oral and written responses.
- DI.18 The student will discuss artistic choices in composition and performance using appropriate dance arts vocabulary and terminology.
- DI.19 The student will identify the role of the dance critic.

Aesthetics

- DI.20 The student will view dance performances and discuss the elements of choreography, performance, music, costuming, and lighting design within each dance work that evoke aesthetic responses.
- DI.21 The student will discuss how personal experience, culture, and current events shape individual aesthetic preferences.
- DI.22 The student will identify aesthetic characteristics within various dance styles.
- DI.23 The student will identify how the aesthetics of a culture influence dance arts.

Dance II

The content of the Dance II standards is designed to integrate and build upon concepts and skills from Dance I. Students increase their range of physical skills through disciplined study of dance technique. Dance improvisation and composition studies expand students' creativity and choreographic craftsmanship. Students also develop performance and production skills. Students refine communicative, interpretive, and evaluative skills by responding to and analyzing a variety of dance experiences. Through historical and cultural studies, students expand their appreciation of the dance arts as a richly expressive, vital contribution to society. While developing awareness of the diversity that exists within the art form, students identify a personal aesthetic and criteria for evaluating the dance arts.

Performance and Production

- DII.1 The student will maintain correct alignment while performing complex movement sequences.
- DII.2 The student will develop dance technique skills and movement vocabulary, including strength, flexibility, coordination, endurance, balance, replication, kinesthetic awareness, and self-evaluation.
- DII.3 The student will perform a variety of complex movement sequences that employ a wide range of space, shape, time, rhythm, energy, and effort requirements.
- DII.4 The student will identify implications for performance and injury prevention resulting from variations in physical structure and individual choices regarding health and wellness ~~benefits and limitations resulting from variations in physical structure, including the implications for performance and injury prevention.~~
- DII.5 The student will participate in solo and group improvisations in response to a variety of environments and props.
- DII.6 The student will choreograph dances for small groups that
 1. demonstrate manipulation and development of movement phrases;
 2. use a variety of compositional elements; and
 3. use a variety of compositional forms.
- DII.7 The student will demonstrate a range of performance skills, including dynamics, musicality, movement execution, and choreographic intent in performance.
- DII.8 The student will
 1. identify and use safety procedures in all dance settings; and
 2. use proper care with theatre facilities, equipment, and costumes.
- DII.9 The student will participate in various production roles that involve leadership or design responsibilities for dance performance (e.g., choreographer, costume designer, stage manager, house manager, public relations).

Cultural Context and Dance History

- DII.10 The student will identify periods, styles, and artists who have contributed to the development of dance as a concert art form from the 1900s to the present.

- DII.11 The student will identify, research, and discuss the effects of dance as an art form on individuals, groups, and cultures.
- DII.12 The student will research a variety of careers ~~in that support~~ the dance profession, including ~~performers, choreographers,~~ management and production personnel, collaborating artists, health professionals, and dance scholars.
- DII.13 The student will examine and discuss the impact of technology on the art of dance through time.
- DII.14 The student will demonstrate skill in communicating information by researching current dance institutions in the community, commonwealth, and world.

Judgment and Criticism

- DII.15 The student will describe, interpret, and evaluate in oral and written form, criteria that affect quality in a dance and the realization of choreographic intent, including
1. development of movement phrases;
 2. elements of composition and compositional form;
 3. technical skill of the performers;
 4. production elements; and
 5. impact of the dance performance as a whole.
- DII.16 The student will discuss ways in which other art forms (e.g., visual arts, music, film, theatre, literature) and technology can contribute to dance performance.
- DII.17 The student will discuss, analyze, and evaluate artistic choices in composition and performance using appropriate dance arts vocabulary and terminology.
- DII.18 The student will identify the role of the dance critic and compare and contrast a variety of dance critiques.

Aesthetics

- DII.19 The student will view live and recorded dance performances and discuss aesthetic responses using appropriate dance arts vocabulary and terminology.
- DII.20 The student will investigate how a dance can be viewed from a variety of aesthetic stances (e.g., classicism, postmodernism).
- DII.21 The student will analyze and articulate personal aesthetic and the criteria upon which that aesthetic is based using appropriate dance arts vocabulary and terminology.

DANCE ARTS STANDARDS OF LEARNING REVISION JUSTIFICATION

Middle School Exploratory Dance Arts

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
DM.1	✓										
DM.2	✓										
DM.3	✓										
DM.4	✓										
DM.5		✓							✓		
DM.6	✓										
DM.7	✓										
DM.8	✓										
DM.9	✓										
DM.10	✓										
DM.11	✓										
DM.12	✓										
DM.13	✓										
DM.14	✓										
DM.15	✓										

Middle School Exploratory Dance Arts

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STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
DM.16	✓										
DM.17	✓										
DM.18	✓										
DM.19	✓										
DM.20	✓										
DM.21	✓										

DANCE ARTS STANDARDS OF LEARNING REVISION JUSTIFICATION

Dance Arts I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
DI.1	✓										
DI.2	✓										
DI.3	✓										
DI.4		✓							✓		
DI.5	✓										
DI.6	✓										
DI.7		✓							✓		
DI.8	✓										
DI.9	✓										
DI.10		✓							✓		
DI.11	✓										
DI.12		✓							✓		
DI.13	✓										
DI.14	✓										
DI.15	✓										

Dance Arts I

Page 2

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
DI.16	✓										
DI.17	✓										
DI.18	✓										
DI.19	✓										
DI.20	✓										
DI.21	✓										
DI.22	✓										
DI.23	✓										

DANCE ARTS STANDARDS OF LEARNING REVISION JUSTIFICATION

Dance Arts II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
DII.1	✓										
DII.2	✓										
DII.3	✓										
DII.4		✓							✓		
DII.5	✓										
DII.6	✓										
DII.7	✓										
DII.8	✓										
DII.9	✓										
DII.10	✓										
DII.11	✓										
DII.12		✓					✓		✓		
DII.13	✓										
DII.14	✓										
DII.15		✓							✓		

Dance Arts II

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STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
DII.16	✓										
DII.17	✓										
DII.18	✓										
DII.19	✓										
DII.20	✓										
DII.21	✓										

DRAFT

**Music
Standards of
Learning**

**for
Virginia
Public Schools**



Board of Education

Commonwealth of Virginia

October 26, 2005

Music

Standards of Learning

Introduction

The Music K-12 Standards of Learning identify content for the development of skills and knowledge in music for public schools in the Commonwealth of Virginia. Standards are identified by grade level for kindergarten through grade five, by grade clusters at the middle school level (grades six through eight), and by grade clusters at the high school level (grades nine through twelve).

The standards are to be used as guidelines and benchmarks for student achievement and to provide a variety of music experiences throughout the different grade levels and grade clusters. The four strands—Perform, Create, Investigate, and Connect—provide the bases for all instructional strategies that are appropriate to each category.

Music K-12 Standards of Learning provide the framework for students to learn ways in which the content of the separate disciplines within and outside the arts are interrelated with those of music. The strands are integrated through a variety of classroom and performance activities. Through individualized instruction and the provision of multiple educational opportunities, students will obtain valuable music skills and knowledge to prepare them for future educational, occupational, and personal endeavors.

The standards are not intended to encompass the entire curriculum for a given grade level or course nor to prescribe how the content should be taught. Teachers will consistently model appropriate use of copyrighted and royalty-protected materials. They are encouraged to go beyond these standards and to select instructional strategies and assessment methods appropriate for their students.

Goals

~~The goal of music education is to empower students to experience music as a source of personal enrichment, as a vehicle for the constructive expression of human emotions, and as a unique intellectual discipline. This goal will be attained through a structured, sequential program of study.~~

~~Students will develop an intellectual understanding of music through experiences in singing, moving, listening, and playing instruments. They will learn to read and notate music, and to create compositions that transcribe their thoughts and emotions into concrete, musical forms of human expression. Students will exercise their critical thinking skills by investigating and analyzing all facets of the music discipline, employing both traditional modes of instruction and the latest technological advancements. Through active involvement in music throughout the public school years, the students of Virginia will build a foundation for a lifetime of participation in and enjoyment of music.~~

The content of the Music Standards of Learning is intended to support the following goals for students:

- Develop an understanding of music through experiences in singing, moving, listening, and playing instruments;
- Develop the ability to read and notate music;
- Create compositions that transcribe their thoughts and emotions into concrete, musical forms of human expression;
- Exercise critical thinking skills by investigating and analyzing all facets of the music discipline;

- Demonstrate an awareness of and responsibility for the safe and ethical use of materials, equipment, methods, and technologies;
- Understand the relationship of music to history, culture, and other fields of knowledge;
- Make connections between music and other fields of knowledge;
- Demonstrate the ability to apply aesthetic criteria for making artistic choices; and
- Develop awareness of copyright and royalty requirements for productions.

Organization Strands

The scope and sequence of the Virginia Standards of Learning for music reflect the gradual progression in musical development that culminates in a high level of artistic attainment. The Music Standards of Learning are organized by areas and levels of instruction—Music K-12 (K, 1, 2, 3, 4, 5, 6-8, and 9-12), Instrumental (Beginning, Intermediate, Advanced, and Artist), and Vocal/Choral (Beginning, Intermediate, Advanced, and Artist). Within each area and level of instruction, Music Standards of Learning are organized by four related strands: *Perform*, *Create*, *Investigate*, and *Connect*.

Although the strands are presented separately for organizational purposes, in practice they are integrated throughout all music instruction, regardless of classroom or ensemble experience. The four strands—Perform, Create, Investigate, and Connect—shape the music experience and guide the instructional process, K-12.

Perform

~~Perform, the first strand, is the participative component of the standards. From the early grades through high school, this strand describes the involvement of each s~~Students in will demonstrate mastery of music concepts at levels of increasing difficulty. ~~The s~~Students will learn to participate in music as a musician through singing, playing instruments, and moving to music. Students will participate in all aspects of music production and demonstrate appropriate use of related materials, methods, and technologies.

Create

~~Create, the second strand, is the process whereby s~~Students will learn to use the notational tools of use music concepts and skills to express their ideas, thoughts, and feelings through original composition. ~~Create~~ This strand includes the exploration of individual approaches to vocal or instrumental improvisation. Through the development of music skills and techniques, students will create compositions that transcribe their thoughts and emotions.

Investigate

~~Investigate, the third strand, involves s~~Students will be involved in the study and practice of music theory through music reading, notation, and sight-reading. ~~It also. They will requires the use of~~critical thinking skills to analyze the manner in which music is organized. Students will identify the style and distinctive characteristics of music, which delineate each of the basic music historical periods, as well as the influence of ~~twentieth-first~~ century technology and compositional techniques employed in all genres of music. Students will also investigate the vocal timbres that are unique to children, adolescents, and adults. Students will be guided in the development of criteria for making informed artistic judgments about music, and the other arts, and for evaluating the role of music in society.

Connect

~~Connect, the fourth strand, involves the~~ The student will development of an understanding and awareness of the commonality between music and other disciplines. Students may relate music to foreign languages through music terminology and song texts; to poetry through common expressive elements; to mathematics through the principles of rhythm; to science through the study of acoustics; and to history/social science through the musical expression of various cultures and historical periods. Students will be encouraged to explore the elements of music in seeking to understand the interrelationships and commonality among the fine arts.

~~Although the strands are presented separately for organizational purposes, in practice they are integrated throughout all music instruction, regardless of classroom or ensemble experience. The four strands—Perform, Create, Investigate, and Connect—shape the music experience and guide the instructional process, K–12.~~

Music K-12

Introduction

The Music K-12 Standards of Learning identify content for the development of skills and knowledge in music for public schools in the Commonwealth of Virginia. Standards are identified by grade level for kindergarten through grade five, by grade clusters at the middle school level (grades six through eight), and by grade clusters at the high school level (grades nine through twelve).

The standards are to be used as guidelines and benchmarks for student achievement and to provide a variety of music experiences throughout the different grade levels and grade clusters. The four strands—Perform, Create, Investigate, and Connect—provide the bases for all instructional strategies that are appropriate to each category.

Music K-12 Standards of Learning provide the framework for students to learn ways in which the content of the separate disciplines within and outside the arts are interrelated with those of music. The strands are integrated through a variety of classroom and performance activities. Through individualized instruction and the provision of multiple educational opportunities, students will obtain valuable music skills and knowledge to prepare them for future educational, occupational, and personal endeavors.

Grades K-5

The Music K-5 Standards of Learning introduce basic music concepts through singing, playing instruments, moving, and listening. Students will gradually develop their singing voices, a repertoire of songs, and a sense of rhythm beginning with the steady beat and continuing toward complex rhythms and meters. Movement experiences are included as a means of demonstrating an understanding of concepts such as pitch, rhythm, and form. Listening experiences include traditional and contemporary classical works, American folk music, and music of other cultures. Through these experiences students will have the opportunity to apply and demonstrate an understanding of music concepts.

Kindergarten

Perform

- K.1 The student will sing songs and play instruments.
1. Participate individually and in groups.
 2. Accompany songs and chants with body percussion and classroom instruments.
 3. Imitate two pitch (sol-mi) patterns sung or played.
- K.2 The student will perform rhythm patterns that include sounds and silences.
- K.3 The student will sing, play, or move at the appropriate time following a vocal/instrumental introduction.
- K.4 The student will respond to music with movement.
1. Match movement to rhythm patterns.
 2. Employ large body movement.
 3. Employ locomotor and non-locomotor movement.
 4. Use movement to enhance music, stories, and poems.
 5. Perform dances and games from various cultures.
 6. Use the body to illustrate moods and contrasts in music.
- K.5 The student will demonstrate the difference between a singing voice and a speaking voice.
- K.6 The student will demonstrate steady beat.
1. Use body percussion, instruments, and movement.
 2. Use children's literature, chant, and song.

Create

- K.7 The student will ~~employ creativity in~~ create music through a variety of ~~music~~ experiences.
1. Use classroom instruments, body percussion, ~~and~~ or movement.
 2. Use the voice in speech and song.
 3. Dramatize songs, stories, and poems.

Investigate

- K.8 The student will recognize and demonstrate expressive qualities of music: fast/slow and loud/soft.
- K.9 The student will identify classroom instruments by sight and sound.
- K.10 The student will distinguish between tone colors.
1. Identify voices and instruments.
 2. Identify men's, women's, and children's voices.

Connect

- K.11 The student will exhibit respect for the contributions of self and others in a music setting.
1. Contribute to a group effort of making music.
 2. Contribute to a group effort of listening to music.
 3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.
- K.12 The student will ~~demonstrate an understanding of~~ recognize the relationships between music and other disciplines.

Grade One

Perform

- 1.1 The student will sing a repertoire of songs and play instruments.
 - 1. Sing songs that contain sol, mi, and la pitches.
 - 2. Sing a variety of songs individually and in groups.
 - 3. ~~Develop a repertoire of songs.~~
 - 4.3. Play pitched and non-pitched instruments.
- 1.2 The student will perform rhythm patterns.
 - 1. Perform and notate ~~Relate~~ rhythm patterns ~~to notation~~ quarter note, eighth notes, and quarter rest.
 - 2. Demonstrate melodic rhythm.
- 1.3 The student will respond to music with movement.
 - 1. Perform line and circle dances.
 - 2. Perform dances and games from various cultures.
 - 3. Demonstrate locomotor and non-locomotor movements.
 - 4. Dramatize songs, stories, and poems.

Create

- 1.4 The student will ~~employ creativity in~~ create music through a variety of ~~music~~ experiences.
 - 1. Improvise ~~Use~~ using classroom instruments, body percussion, and movement.
 - 2. Use the voice in speech and song.
 - 3. Dramatize songs, stories, and poems.
 - 4. Create melodies to familiar nursery rhymes or chants.

Investigate

- 1.5 The student will distinguish between melodic rhythm and steady beat by sight and sound.
- 1.6 The student will recognize when music changes from one section to a contrasting section.
- 1.7 The student will recognize and describe sudden changes in expressive qualities of music.
 - 1. Demonstrate changes in dynamics ~~and tempo~~ vocally, instrumentally, ~~and or~~ with movement.
 - 2. Demonstrate changes in tempo vocally, instrumentally, or with movement.
- 1.8 The student will identify high pitches and low pitches.
 - 1. Demonstrate different pitches vocally, instrumentally, and with movement.
 - 2. Distinguish between extreme contrasts of sound.
- 1.9 The student will identify pitched and non-pitched classroom instruments by sight and sound.
- 1.10 The student will distinguish between accompanied and unaccompanied vocal music.

Connect

- 1.11 The student will exhibit respect for the contributions of self and others in a music setting.
1. Contribute to a group effort of making music.
 2. Contribute to a group effort of listening to music.
 3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.
- 1.12 The student will ~~demonstrate an understanding of~~ identify the relationships between music and other disciplines.

Grade Two

Perform

- 2.1 The student will sing a repertoire of songs and play instruments.
1. Sing melodies within the range of a sixth.
 2. Sing a variety of songs, individually and in groups.
 - ~~3. Develop a repertoire of songs.~~
 - ~~4.~~3. Play ostinato and single-chord accompaniments on classroom instruments.
- 2.2 The student will perform and notate rhythm patterns using traditional notation—half note and whole note.
- 2.3 The student will respond to music with movement.
1. Perform line and circle dances.
 2. Perform dances and games from various cultures.
 3. Demonstrate locomotor and non-locomotor movements.
 4. Dramatize songs, stories, and poems.
 5. Perform ~~interpretive-choreographed and non-choreographed~~ movements.
- 2.4 The student will read lyrics containing more than one verse and including words divided into syllables.

Create

- 2.5 The student will ~~employ creativity in~~ create music through a variety of ~~music~~ experiences.
1. Create lyrics to familiar melodies.
 2. Create new verses to songs.
 3. Create accompaniments and ostinato.
 4. Create music to enhance songs, stories, and poems.
 5. ~~Create interpretive~~ Use meter and form to create movement.

Investigate

- 2.6 The student will recognize form in music.
1. Identify like and unlike melodic phrases.
 2. Identify and perform music in two-part ~~(AB)~~ form—AB and ABA.
 3. Identify the beginning and ending of phrases.
- 2.7 The student will recognize sudden and gradual changes in expressive qualities of music.
1. Demonstrate changes in dynamics and tempo vocally, instrumentally, and with movement.
 2. Use music terminology to describe changes.
- 2.8 The student will identify selected orchestral and folk instruments by sight and sound.
- 2.9 The student will identify melody patterns that move upward, downward, and remain the same.
1. Use the voice, instruments, and movement.
 2. Use music terminology.
 3. Use the seven letters of the music alphabet.

Connect

- 2.10 The student will exhibit respect for the contributions of self and others in a music setting.
1. Contribute to a group effort of making music.
 2. Contribute to a group effort of listening to music.
 3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.
- 2.11 The student will ~~demonstrate an understanding of~~ identify and discuss the relationships between music and other disciplines.

Grade Three

Perform

- 3.1 The student will sing a repertoire of songs in tune with a clear tone quality.
1. Sing melodies within the range of an octave.
 2. ~~Develop a repertoire of familiar songs.~~
 - 3.2. Perform in a two-part music ensemble.
 - 4.3. Accompany singing with rhythm and/or melody instruments.
 - 5.4. Use terminology to interpret a music selection.
- 3.2 The student will notate and perform rhythm patterns using body percussion, melodic, or non-pitched percussion instruments—dotted half note, sixteenth notes, and single eighth note.
- 3.23 The student will notate and perform melodyies and rhythm patterns from the treble staff using traditional notation.
1. Use voice or melody instruments.
 2. Use a wide range of tempos and dynamics.
 3. Recognize that music is divided into measures.
- 3.34 The student will respond to music with movement.
1. Perform line and circle dances.
 2. Perform dances and games from various cultures.
 3. Dramatize songs, stories, and poems.
 4. Perform interpretive movement.
- 3.5 The student will perform in a two-part ensemble using pitched and non-pitched instruments.
- 3.46 The student will perform I and V (V7) chords to accompany a two-chord melody using classroom instruments.
- 3.57 The student will identify and perform sets of beats that are grouped in twos and threes using descriptive terminology to identify which beats are strong and which beats are weak.

Create

- 3.68 The student will ~~employ creativity in~~ create music through a variety of ~~music~~ experiences.
1. Create accompaniments and ostinato for songs and chants.
 2. ~~Create interpretive movement~~ Use meter and form to create movement.
 3. Create lyrics to familiar melodies.
 4. Create new verses to songs.

Investigate

- 3.79 The student will identify ~~ABA~~ ABC form.
- 3.810 The student will recognize music symbols within a composition and use music terminology to explain their functions.
- 3.911 The student will explore the music of world cultures through song, dance, and movement.
1. Study folk tales and musical settings of folk tales.
 2. Listen to examples of instruments not traditionally found in bands or orchestras.

3. Interpret music through movement.
4. Perform traditional dances.

3.4012 The student will identify the four orchestral families (woodwind, string, brass, percussion) by sight and sound.

3.4413 The student will demonstrate the melodic shape (contour) of a musical phrase using music terminology to describe how pitch levels may move upward, downward, or stay the same.

Connect

3.4214 The student will exhibit respect for the contributions of self and others in a music setting.

1. Contribute to a group effort of making music.
2. Contribute to a group effort of listening to music.
3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.

3.4315 The student will ~~demonstrate an understanding of~~ describe the relationships between music and other disciplines.

Grade Four

Perform

- 4.1 The student will sing a repertoire of songs in tune with a clear tone quality.
1. Sing with expression using indicated dynamics and phrasing.
 2. Sing in a group performing songs in simple harmony.
 3. ~~Develop a repertoire of songs.~~
- 4.2 The student will notate and perform rhythm patterns using body percussion, voice, pitched, or non-pitched instruments—eighth rest, half rest, and whole rest.
- 4.23 The student will notate and perform melodies and rhythm patterns from the treble staff using traditional notation.
1. Identify melodic movement as step, leap, or repeat.
 2. Use ~~pitched and non-pitched~~ voice or melody instruments.
- 4.34 The student will respond to music with movement.
1. Perform choreographed and non-choreographed ~~interpretive~~ movements.
 2. Perform traditional folk dances ~~and/or choreography.~~
 3. Use body percussion.
- 4.5 The student will perform in a two-part musical ensemble using pitched and non-pitched instruments.
- 4.46 The student will play I, IV, and V (or V7) chords to accompany a three-chord melody.

Create

- 4.57 The student will ~~employ creativity in~~ create music through a variety of ~~music~~ experiences.
1. Improvise simple melodic and rhythmic accompaniments.
 2. Create melodic or rhythmic motives to enhance literature using a variety of sound sources, including technology.
 3. Use meter and form to ~~Create interpretive movement, individually or in groups.~~

Investigate

- 4.68 The student will identify ~~and explain extended examples of AB and ABA~~ rondo forms.
- 4.79 The student will recognize dynamic markings and interpret them in performance.
- 4.810 The student will identify instruments from various music ensembles by sight and sound including instruments from other cultures.
- 4.911 The student will identify the function of the top and bottom numbers of a meter signature involving 2, 3, and 4 beats.
- 4.1012 The student will distinguish between major and minor tonality.

- 4.4113 The student will use music terminology to describe various styles of music.
1. Place musical examples into broad categories of style.
 2. Identify a composer and a music composition from each of four different music historical periods.

Connect

- 4.4214 The student will exhibit respect for the contributions of self and others in a music setting.
1. Contribute to a group effort of making music.
 2. Contribute to a group effort of listening to music.
 3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.
- 4.4315 The student will ~~demonstrate an understanding of~~ compare the relationships between music and other disciplines.

Grade Five

Perform

- 5.1 The student will sing a repertoire of songs in tune with a clear tone quality.
1. Demonstrate beginning choral behaviors and skills in group singing.
 - ~~2. Sing a varied repertoire of music alone and with others.~~
 - ~~3.2.~~ Participate in group singing involving two-part or three-part harmony.
 - ~~4.3.~~ Develop age-appropriate ability in singing skills.
- 5.2 The student will notate and perform rhythm patterns using body percussion, voice, pitched or non-pitched instruments—dotted eighth and sixteenth.
- 5.23 The student will notate and perform melodyies and rhythm patterns from the treble staff using traditional notation.
1. Use ~~pitched and non-pitched~~ voice or melody instruments.
 2. Use computer technology.
- 5.34 The student will respond to music with movement.
1. Perform ~~interpretive choreographed and non-choreographed~~ movements.
 2. Perform dances and games from various cultures including traditional folk dances ~~and/or choreography~~.
 3. Use body percussion.
- 5.5 The student will perform in musical ensembles of increasing difficulty using pitched and rhythm instruments.

Create

- 5.46 The student will ~~employ creativity in create music through~~ a variety of ~~music~~ experiences.
1. Improvise melodies and rhythms of increasing complexity.
 - ~~2. Create movement to illustrate meter and form music.~~
 - ~~2.3. Create non traditional notation~~ Compose short musical phrases, melodic or rhythmic, within specified guidelines.

Investigate

- 5.57 The student will identify ~~and explain music forms of rondo and~~ theme and variations.
- 5.68 The student will use music terminology to describe music performances and compositions.
- ~~1. Identify music symbols within a music composition and explain their functions.~~
- 5.79 The student will identify instruments from various music ensembles by sight and sound including instruments from other cultures.
- 5.810 The student will identify the functions of the top and bottom numbers of meter signatures in duple and triple meters.
- 5.911 The student will place music examples into broad categories of style.
1. Use music terminology to compare and contrast a variety of music styles.
 2. Explore how vocal style contributes to the quality and enjoyment of musical selections.
 3. Explore and perform a variety of music styles.

4. Identify notable characteristics of the music of world cultures.
5. Identify a composer and one music composition from each of four different music historical periods.

Connect

- 5.4012 The student will exhibit respect for the contributions of self and others in a music setting.
1. Contribute to a group effort of making music.
 2. Contribute to a group effort of listening to music.
 3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.
- 5.4113 The student will ~~demonstrate an understanding of~~ compare and contrast the relationships between music and other disciplines.

General Music: Grades 6-8

The ~~Grades 6-8~~ Middle School Music Standards of Learning (~~middle school~~) will involve students in a higher level of music concepts and the further development of music skills through singing, playing instruments, moving, and listening. The standards encourage the reading of music notation and the assimilation of previous study in music toward understanding the mechanics of a music score. Students will explore the creative and expressive aspects of music through composing and arranging. Evaluation of music performances will allow students opportunities to apply music knowledge and experiences to new situations.

Perform

- MS.1 The student will participate in a variety of music experiences as a means of studying the elements of music.
1. Demonstrate ~~an understanding of~~ melody patterns aurally and visually.
 2. Demonstrate ~~an understanding of~~ rhythm patterns aurally and visually.
 3. Demonstrate ~~an understanding of~~ harmonic patterns aurally and visually.
 4. ~~Perform music with the voice and instruments.~~
- MS.2 The student will ~~play and/or sing~~ or play music ~~from notation on the grand staff written in two or more parts.~~
- MS.3 The student will participate in a variety of movement activities in the study of music.
1. Demonstrate a variety of styles, periods, and forms through structured and unstructured dance and movement.
 2. Demonstrate elements of music using body percussion and other physical responses.

Create

- MS.4 The student will ~~employ creativity in~~ create music through a variety of ~~music~~ experiences.
1. Discuss how a composer communicates ideas by manipulating elements of music.
 2. Improvise melodies, rhythms, and harmonies.
 3. Compose melodies, rhythms, and harmonies.
 4. Create arrangements of known melodies using traditional or non-traditional sound sources, including computer-related technology.

Investigate

- MS.5 The student will describe performances, live or recorded, using music terminology.
1. Develop criteria for evaluating music performances.
 2. Identify music of diverse cultures including representative composers.
 3. Identify instruments, voice classifications (soprano, alto, tenor, bass) and a variety of performing ensembles aurally and visually.
 4. ~~Investigate~~ Use traditional and non-traditional sound sources.
- MS.6 The student will investigate music sounds, forms, styles, and genres through listening, discussing, writing, and performing.

- MS.7 The student will investigate the role of music in society.
1. ~~Investigate-Identify~~ careers pathways in music.
 2. Identify the influence ~~various uses of~~ daily music experience in one's ~~daily experience~~ personal life.

Connect

- MS.8 The student will demonstrate appropriate performance behavior as a participant and/or listener.
1. Exhibit respect for the contributions of self and others within a music setting.
 2. Demonstrate appropriate audience behavior for the context and style of music performed.
- MS.9 The student will identify and compare relationships between music and other disciplines.

General Music: Grades 9-12

The ~~Grades 9-12~~ High School Music Standards of Learning (~~high school~~) extend the study of musical concepts and are applicable to non-performance music courses. Students will continue to develop skills in reading and understanding music notation and to explore the expression and organization of musical ideas. The study of music, as it relates to human experience, and the student's ability to make aesthetic judgments are also a part of the Grades 9-12 Music Standards of Learning.

Perform

- HS.1 The student will participate in a variety of music experiences.
1. Develop skills in music individually and in groups.
 2. Listen and respond to music.

Create

- HS.2 The student will read and notate music.
1. Notate original musical ideas in treble and bass clefs.
 2. Notate music from dictation.
 3. Employ technology to notate and/or read music.
- HS.3 The student will ~~demonstrate the ability to~~ organize and express musical ideas and sounds.
1. Improvise music.
 2. Arrange music using a choice of notation and form.
 3. Compose music using a choice of notation and form.
 4. Use music terminology in explaining music, music notation, instruments, voices, and performances.

Investigate

- HS.4 The student will investigate characteristics of musical sounds.
1. Employ elements of music including melody, rhythm, harmony, form, and texture.
 2. Employ technology to explore musical sounds.
 3. Investigate traditional and non-traditional sound sources.
- HS.5 The student will explore music styles and genres through listening, performing, writing, and discussing.
- HS.6 The student will investigate the role of music in the human experience.
1. Explore the development and function of music from the oral and written traditions in diverse cultures throughout history.
 2. Explore various opportunities to experience music in the community.
 3. Identify the various uses of music.
 4. Discuss the role of technology in the development of music.
- HS.7 The student will develop evaluative criteria to make aesthetic judgments.
1. Develop skills in evaluating music individually and in groups.
 2. Defend individual judgments regarding the function of the elements of music.

Connect

- HS.8 The student will demonstrate appropriate performance behavior as a participant and/or listener.
1. Exhibit respect for the contributions of self and others within a musical setting.
 2. Demonstrate appropriate audience behavior for the context and style of music performed.
- HS.9 The student will identify and compare relationships between music and other disciplines.

Instrumental

Introduction

Instrumental Music Standards of Learning are organized into four levels—Beginning, Intermediate, Advanced, and Artist. These four levels are based on the sequential development of skills, as opposed to grade level. Since students in the Commonwealth of Virginia begin instrumental instruction at varying grades, the use of these four levels allows for needed flexibility. These levels approximate the Virginia Band and Orchestra Directors Association (VBODA) Selective Music List for solo repertoire as Levels 1-2, 2-4, 4-5, and 5-6.

The standards are to be used as guidelines and benchmarks for student achievement. The four strands—Perform, Create, Investigate, and Connect—provide the organization for all of the instructional strategies in the standards. Opportunities are provided to explore the relationship between music, the other arts, and disciplines outside the arts.

In this revision the wording for the standards includes both band and string instruments. The descriptive lists of skills and activities related to the standards are organized with band content indicated before string content.

Beginning Level

Students will begin instruction on a band or string instrument of their choice. Instruction begins at any age and continues until the skill levels are mastered. Students will demonstrate proper care of the instrument and will be familiar with the technology of the instrument. They will demonstrate basic positions, tone production, fingerings, and will count, read, and perform the beginning level of music being studied (VBODA Solo Repertoire, Level 1-2). Teachers will use available standard method books to deliver instruction in either homogeneous or heterogeneous class settings with limited ensemble work.

Perform

- IB.1 The student will demonstrate proper posture, embouchure, hand position, and playing position.
~~1. posture~~
~~2. embouchure~~
~~3. hand position~~
- IB.2 The student will ~~consistently~~ produce tones that are clear, free of tension, sustained, and unwavering in pitch.
- IB.3 The student will ~~demonstrate the ability to~~ adjust pitch while playing an instrument.
- IB.4 The student will maintain a steady tempo while performing materials being studied.
- IB.5 The student will use contrasting articulation.
1. Use ~~winds~~: tonguing, and slurring when performing on wind instruments.
2. Use ~~strings~~: détaché, pizzicato, and slurring when performing on stringed instruments.
- IB.6 The student will perform ~~four~~ one octave major scales, ascending and descending.
1. Play ~~winds and percussion~~: F, Bb, Eb, and Ab scales on wind and percussion instruments.
2. Play ~~strings~~: D, G, C, and F scales on stringed instruments.
- IB.7 The percussion student will perform long roll, five stroke roll, nine stroke roll, flam, single, paradiddle, and ruff ~~six~~ of The Thirteen Essential Rudiments from the National Association of Rudimental Drummers (NARD), open-close-open.
~~1. long roll~~
~~2. five stroke roll~~
~~3. nine stroke roll~~
~~4. flam~~
~~5. single paradiddle~~
~~6. ruff~~
- IB.8 The wind/percussion student will perform a one-octave chromatic scale, ascending and descending.
- IB.9 The student will use dynamic contrast as a means of expression.
- IB.10 The student will demonstrate musical phrasing through the use of melodic contour, natural accents, and proper use of breath or bow ~~in materials being studied.~~
~~1. melodic contour~~
~~2. natural accents~~
~~3. use of breath or bow~~

- IB.11 The student will demonstrate ensemble skills.
1. ~~b~~Blend instrumental timbres.
 2. ~~m~~Match dynamic levels.
 3. ~~r~~Respond to basic conducting gestures.
 4. ~~m~~Maintain a steady tempo.
- IB.12 The student will sight-read music of varying styles and levels of difficulty using VBODA level 1-2.
- IB.13 The student will sing selected lines from the material being studied.
- IB.14 The student will perform music from a variety of cultures, styles, and historical periods.

Create

- IB.15 The student will ~~embellish two to four measures of a folk song after echoing sample rhythm examples found in folk materials being studied~~ perform simple rhythmic and melodic examples in call and response styles.
- IB.16 The student will compose a two to four measure melody using available technology and teacher-specified rhythms and pitches.

Investigate

- IB.17 The student will demonstrate knowledge of the instrument being studied.
1. ~~i~~Identification of instrumental parts.
 2. Demonstrate proper care and maintenance ~~of the instrument.~~
- IB.18 The student will ~~identify and count rhythm patterns from instructional materials using an established rhythm reading system~~ read and notate music.
1. Use a syllable, number, or letter system to read and write simple pitch notation in the appropriate clef.
 2. Use a syllable, number, or letter system to read and write rhythmic patterns using the whole, dotted half, half, quarter, and eighth notes and rests in simple meter at various tempos.
 3. Identify, define, and demonstrate standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- IB.19 The student will ~~provide answers to instructor's questions regarding~~ analyze and discuss individual and group performances.
- IB.20 The student will identify career options in music.
- IB.21 ~~The student will identify and define music terms and symbols from materials being studied.~~
1. ~~letter names~~
 2. ~~fingerings or positions~~
 3. ~~location of notes~~

Connect

- IB.221 The student will demonstrate ~~behaviors that result in~~ increased music-learning through a variety of music activities.
1. ~~regular attendance with required materials~~
 - 2.1. Demonstrate completion of assignments/practice.

~~3.2 p~~Participation in concerts, class and performances, cross disciplinary, and co-curricula activities.

4.3. Demonstrate concert etiquette as a performer and listener.

IB.232 The student will associate terminology common to music with the fine arts and other disciplines.

IB.243 The student will ~~provide answers to instructor's questions about~~ identify and analyze cultures, styles, composers, and historical periods from materials being studied.

Intermediate Level

Developing basic musicianship skills continues to be a priority at the Intermediate Level. Students will begin to use more articulations and bowings, perform scales and music in more difficult key signatures, demonstrate shifting and vibrato, and perform music at an intermediate level of difficulty (VBODA Solo Repertoire, Level 2-4). Ensemble skills will become more developed as students participate in band and orchestral settings. Students will describe concepts common to music and other disciplines, and will be involved in discussing various cultures, styles, composers, and historical periods.

Perform

- II.1 The student will demonstrate proper posture, embouchure, hand position, and playing position.
~~1. posture~~
~~2. embouchure~~
~~3. hand position~~
- II.2 The student will ~~consistently~~ produce tones that are clear, free of tension, sustained, and unwavering in pitch.
- II.3 The student will ~~demonstrate the ability to~~ adjust and match pitches.
- II.4 The student will incorporate tempo changes and a variety of rhythms and meters in materials being studied.
- II.5 The student will demonstrate a variety of articulations or bowings.
1. Play winds:—staccato, legato tongue, accent, marcato, and tenuto on wind instruments.
2. Play strings:—staccato, brush stroke, hooked bowings, martelé, marcato, tremolo, and multiple-note slurs on stringed instruments.
- II.6 The student will perform ~~selected~~ major scales ascending and descending in eighth notes (M.M. quarter note = 72).
1. Play winds:—D, G, C, F, Bb, Eb, Ab, Db, one octave on wind instruments.
2. Play violin:—C, G, D, A, Bb, Ab, two octaves on a violin.
3. Play viola/cello:—C, G, D, E, F, Eb, two octaves on a viola or cello.
4. Play string bass:—C, G, D, A, E, F, Bb, Ab, one octave on a string bass.
- II.7 The percussion student will perform The Thirteen Essential Rudiments from the National Association of Rudimental Drummers (NARD), open-close-open.
- II.8 The wind/percussion student will perform a chromatic scale, ascending and descending, in eighth notes (M.M. quarter note = 72).
- II.9 The student will use dynamic contrast and technical skills as means of expression.
1. Use winds:—vibrato, alternate fingerings, trills, and grace notes when performing on wind instruments.
2. Use percussion:—multiple mallets/and auxiliary instrument techniques; and technique on two timpani when performing on percussion instruments.
3. Use strings:—shifting (violin/viola up to third position; cello/bass up to fourth position); alternate fingerings; and vibrato when performing on stringed instruments.

- II.10 The student will demonstrate musical phrasing through the use of dynamics ~~emphasis, and tempo modification, and melodic contour in materials being studied.~~
- II.11 The student will demonstrate ensemble skills.
1. ~~b~~Blending of instrumental timbres.
 2. ~~m~~Matching dynamic levels, style, and intonation.
 3. ~~r~~Responding to conducting gestures.
- II.12 The student will sight-read music of varying styles and levels of difficulty using VBODA Levels 2-4.
- II.13 The student will sing a part while other students sing or play contrasting parts.
- II.14 The student will perform music from a variety of cultures, styles, and historical periods.

Create

- II.15 The student will embellish four to eight measures of a folk song by creating rhythmic and melodic variations.
- II.16 The student will compose an eight-measure melody using available technology within teacher-specified parameters.

Investigate

- II.17 The student will ~~demonstrate knowledge~~ identify and repair minor problems of the instrument being studied.
- ~~1. identifying minor problems~~
 - ~~2. repairing minor problems with teacher guidance~~
- II.18 The student will ~~identify and count rhythm patterns from instructional materials using an established rhythm reading system~~ read and notate music.
1. Use a syllable, number, or letter system to read and write simple melodies in the appropriate clef, individually and large ensembles.
 2. Use a syllable, number, or letter system to read and write rhythmic patterns using the whole, half, quarter, and eighth, sixteenth, triplet, and dotted notes and rests in simple and compound meters.
 3. Identify, define, and demonstrate standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- II.19 The student will evaluate individual and group performances ~~by offering suggestions for improvement.~~
- II.20 The student will identify career and avocational options in music.
- ~~II.21 The student will identify, define, and apply music terms and symbols encountered in the material being studied.~~

Connect

- II.221 The student will demonstrate ~~behaviors that result in~~ increased music-learning through a variety of music activities.
- ~~1. regular attendance with required materials~~
 - 2.1. Demonstrate completion of assignments/practice.

~~3.2 p~~Participation in concerts, class and performances, cross disciplinary, and co-curricula activities.

~~4. participation in activities that are cross disciplinary or co-curricular~~

~~5.3. Demonstrate concert etiquette as a performer and listener.~~

II.232 The student will describe concepts common to music with the fine arts and other disciplines.

II.243 The student will ~~discuss~~ identify and analyze cultures, styles, composers, and historical periods from materials being studied.

Advanced Level

Students at the Advanced Level (VBODA Solo Repertoire, Level 4-5) will participate regularly in an orchestra or band setting. Technical and expressive skills will be increased in difficulty as the student demonstrates a variety of articulations, bowings, positions, alternate fingerings, and vibrato, while playing the required scales, arpeggios, and rudiments in more complex rhythm patterns. Percussion students will become more proficient in the use of mallet instruments, keyboard, and timpani. Advanced instrumental students will perform, discuss, and critically evaluate characteristics of more elaborate music compositions. Students will discuss relationships between music concepts and other disciplines, and be involved in discussing various cultures, styles, composers, and historical periods.

Perform

- IAD.1 The student will demonstrate proper posture, embouchure, hand position, and playing position.
~~1. posture~~
~~2. embouchure~~
~~3. hand position~~
- IAD.2 The student will ~~consistently~~ produce tones that are clear, free of tension, sustained, and unwavering in pitch.
- IAD.3 The student will ~~demonstrate the ability to~~ adjust and match pitches.
- IAD.4 The student will incorporate tempo changes and a variety of rhythms and meters in materials being studied.
- IAD.5 The student will demonstrate a variety of articulations or bowings.
1. Use winds: double-tongue, triple-tongue, and breath attacks on wind instruments.
2. Use strings: spiccato, sforzando, loured, and flautando on stringed instruments.
- IAD.6 The student will perform all major scales and selected melodic minor scales with one-octave tonic arpeggios ascending and descending in eighth notes (M.M. quarter note = 72).
1. Play winds/percussion: eE, aA, dD, gG, eC, fF, b-flatBb, and e-flatEb on wind or percussion instruments.
2. Play violin: gG, aA, b-flatBb, eC, three octaves on a violin.
3. Play viola/cello: eC, dD, three octaves on viola or cello.
4. Play string bass: eE, fF, gG, two octaves on a string bass.
- IAD.7 The percussion student will perform The Standard 26 American Drum Rudiments from the National Association of Rudimental Drummers (NARD), open-close-open.
- IAD.8 The wind/percussion student will perform a chromatic scale, ascending and descending, throughout the practical range of the instrument in sixteenth notes (M.M. quarter note = 72).
- IAD.9 The student will use dynamic contrast and technical skills as a means of expression.
1. Use winds: vibrato, alternate fingerings, trills, and grace notes when performing on wind instruments.
2. Use keyboard/percussion: three-mallet technique when performing on keyboard percussion.
3. Use auxiliary percussion: multiple percussion techniques when performing on auxiliary percussion instruments.

4. Use timpani technique; on 3 to 4 timpani while tuneing drums to reference pitches; and make ~~tuning~~ changes within an instrumental work.
5. Use strings;—shifting (violin/viola up to fifth position; cello/bass up to thumb position); alternate fingerings; and vibrato when performing on stringed instruments.

IAD.10 The student will demonstrate musical phrasing through the use of dynamic emphasis and tempo modification ~~in materials being studied.~~

- IAD.11 The student will demonstrate ensemble skills.
1. ~~b~~Blending instrumental timbres.
 2. ~~m~~Matching dynamic levels, style, and intonation.
 3. ~~r~~Responding to conducting gestures.
 4. ~~u~~Useing conducting gestures.

IAD.12 The student will sight-read music of varying styles and levels of difficulty.

IAD.13 The student will sing a part while other students sing or play contrasting parts.

IAD.14 The student will perform music from a variety of cultures, styles, and historical periods.

Create

IAD.15 The student will improvise a melody to a I-IV-V-I chord progression.

IAD.16 The student will ~~harmonize a teacher-specified melody using available technology~~ arrange harmonies, accompaniments, or counter melodies to a given melody.

Investigate

IAD.17 The student will ~~demonstrate knowledge~~ identify and repair minor problems of the instrument being studied.

1. ~~identifying minor problems~~
2. ~~repairing minor problems~~

IAD.18 The student will ~~identify and count rhythm patterns from the material being studied using an established rhythm reading system~~ read and write rhythmic patterns in complex meters demonstrating technical facility and precision commensurate with VBODA grades IV/V.

IAD.19 The student will diagnose and correct personal performance errors.

IAD.20 The student will research career and avocational options in music using available technology.

IAD.21 The student will identify, define, and apply music terms and symbols from materials being studied.

Connect

IAD.22 The student will demonstrate ~~behaviors that result in~~ increased music learning through a variety of music activities.

1. ~~regular attendance with required materials~~
- 2.1. Demonstrate completion of assignments/practice.
3. ~~participation in class and performance~~

4.2. ~~p~~Participation in activities such as concerts, performances, marching band, jazz ensemble, chamber ensembles, All-District, All-Region, and All-Virginia events.

5.3. Demonstrate concert etiquette as a performer and listener.

IAD.23 The student will discuss relationships between music concepts and other disciplines.

1. Identify how the characteristic qualities of each sound, visual, stimuli, movement, and human interrelationships can influence other fine arts.

2. Describe interrelationships between music and other disciplines.

IAD.24 The student will compare and contrast materials being studied in its historical and cultural context.

Artist Level

Students who perform at the Artist Level (VBODA Solo Repertoire, Level 5-6) have built upon the previous skill levels of Beginning, Intermediate, and Advanced. The Artist Level instrumental student will perform, discuss, and critically evaluate characteristics of more elaborate music compositions. The students will analyze concepts common to music and other disciplines and will be involved in the study of aural examples of music representing a variety of cultures, styles, and historical periods.

Perform

- IAR.1 The student will demonstrate proper posture, embouchure, hand position, and playing position.
1. ~~posture~~
2. ~~embouchure~~
3. ~~hand position~~
- IAR.2 The student will ~~consistently~~ produce tones that are clear, free of tension, sustained, and unwavering in pitch.
- IAR.3 The student will ~~demonstrate the ability to~~ adjust and match pitches.
- IAR.4 The student will incorporate tempo changes and a variety of rhythms and meters while performing materials being studied.
- IAR.5 The student will perform all articulations or bowings indicated in materials being studied.
- IAR.6 The student will perform all major and melodic minor scales ascending and descending in a variety of rhythm patterns and articulations.
- IAR.7 The percussion student will perform all of the Percussive Arts Society International Drum Rudiments (Percussive Arts Society), open-close-open.
- IAR.8 The wind/percussion student will perform a chromatic scale, ascending and descending, throughout the practical range of the instrument in sixteenth notes (M.M. quarter note = 96).
- IAR.9 The student will use dynamic contrast and technical skills as means of expression.
1. Use winds:—embellishments; extreme tessitura; and a variety of timbre effects when performing on wind instruments.
2. Use keyboard percussion:—four-mallet technique when performing keyboard percussion.
3. Use auxiliary percussion:—multiple percussion techniques when performing on auxiliary percussion instruments.
4. Use timpani technique on 4 or more drums; tuning all drums to a single reference pitch; and make ~~tuning~~ changes within a piece using intervallic pitches.
5. Use strings:—shifting (violin/viola 5th position and higher; cello/bass thumb position and above); varying speeds of vibrato; harmonics; and a variety of timbre effects when performing on stringed instruments.
- IAR.10 The student will demonstrate musical phrasing through the use of dynamic emphasis and tempo modification ~~in materials being studied.~~
- IAR.11 The student will demonstrate ensemble skills.
1. ~~b~~Blending instrumental timbres.
2. ~~m~~Matching dynamic levels, style, and intonation.

3. ~~Responding~~ to conducting gestures.
4. ~~Using~~ conducting gestures.

IAR.12 The student will sight-read music of varying styles and levels of difficulty.

IAR.13 The student will sing a part while other students sing or play contrasting parts.

IAR.14 The student will perform music from a variety of cultures, styles, and historical periods.

Create

IAR.15 The student will improvise a melody to a 12-bar blues progression.

IAR.16 The student will ~~compose~~ arrange a selection for two or more instruments ~~making use of~~ available technology.

Investigate

IAR.17 The student will ~~demonstrate knowledge~~ identify and repair minor problems of the instrument being studied.

1. ~~identifying minor problems~~
2. ~~repairing minor problems~~

IAR.18 The student will ~~analyze rhythm patterns from materials being studied~~ read and write rhythmic patterns in complex meters demonstrating technical facility and precision commensurate with VBODA grades VI.

IAR.19 The student will evaluate and improve personal performance by comparison with an exemplary model.

IAR.20 The student will research career and avocational options in music using available technology.

IAR.21 The student will identify, define, and apply music terms and symbols from materials being studied.

Connect

IAR.22 The student will demonstrate ~~behaviors that result in~~ increased music learning through a variety of music activities.

1. ~~regular attendance with required materials~~
- 2.1. Demonstrate completion of assignments/practice.
3. ~~participation in class and performance~~
- 4.2. ~~p~~Participation in activities such as concerts, performances, marching band, jazz ensemble, chamber ensembles, All-District, All-Region, and All-Virginia events.
- 5.3. Demonstrate concert etiquette as a performer and listener.
- 6.4. Serve as mentor peers.

IAR.23 The student will analyze concepts common to music and other disciplines.

1. Identify how the characteristic qualities of each sound, visual, stimuli, movement, and human interrelationships can influence other fine arts.
2. Describe interrelationships between music and other disciplines.

- IAR.24 The student will associate aural examples of music with a variety of cultures, styles, and historical periods.
- IAR.25 The student will analyze a specific work and discuss how the music elements are used to create expression.

Vocal/Choral

Introduction

The Vocal/Choral Music Standards of Learning are organized into four sequential and developmental levels: Beginning, Intermediate, Advanced, and Artist. These four descriptors are based on vocal maturation and increasing musicianship skills. The Artist Level is the culminating vocal/choral experience in which the singer is prepared for future musical development and career opportunities. Since students in Virginia may be introduced to the choral ensemble experience at varying grade levels, the use of the four sequential and developmental levels allows for consistency and instructional flexibility.

The Standards are to be used as guidelines and benchmarks for student achievement. The four strands—Perform, Create, Investigate, and Connect—provide the organization for these instructional strategies. Opportunities are provided for students to explore ways in which the content of the various disciplines, within and outside the arts, are interrelated with those of music.

Beginning Level

The Music Standards of Learning for the Beginning Level are designed for students experiencing their first vocal/choral class. ~~A-B~~Beginning ~~choir-choral~~ students may be found at any grade level within the elementary, middle, and secondary school setting as prescribed by the local school district.

The Beginning Level Standards of Learning emphasize fundamental vocal development, traditional notation, and the introduction to ensemble singing. These Vocal/Choral Standards of Learning require performance, creativity, and investigation at a fundamental level. Opportunities are provided for students to explore ways in which the content of the various disciplines, within and outside the arts, are interrelated with those of music.

Perform

- CB.1 The student will use posture and breathing techniques to support vocal production.
1. Identify vocal anatomy including the function of the diaphragm and larynx in singing.
 2. ~~Utilize breathing exercises during vocal warm-up~~ Use breathing techniques to support vocal production.
 3. Demonstrate the operation of the vocal mechanism.
- CB.2 The student will sing with a free, clear tone and accurate intonation.
1. ~~Demonstrate knowledge of terminology related to phonation~~ Sing developmentally appropriate vocal exercises.
 2. ~~Use vocal development exercises to produce a relaxed, open throat while singing~~ Perform assigned vocal parts in repertoire selections.
 3. ~~Use vocal development exercises to achieve accurate intonation.~~
- CB.3 The student will sing with purity of vowels and clarity of consonants.
1. ~~Distinguish between~~ Produce pure vowel sounds—ah, eh, ee, oh, and oo.
 2. Articulate consonants sounds.
- CB.4 The student will ~~demonstrate indicated~~ use dynamics and tempo in individual and group singing.
1. Apply dynamic markings including ~~pp, ff, mp, mf, pp, ff, crescendo~~ crescendo, decrescendo.
 2. Apply tempo markings as indicated.
- CB.5 The student will perform ~~music~~ a vocal part in literature written in unison and simple harmony.
1. Sing at least three of the following: rounds, canons, descants, partner songs.
 2. Sing literature in two-part harmony.
 3. Sing literature with and without instrumental accompaniment.
- CB.6 The student will respond to basic conducting gestures.

Create

- CB.7 The student will respond to music through movement.
1. Use movement to ~~enhance~~ illustrate contrasting styles of music.
 2. Use body percussion to practice and perform rhythms.

CB.8 The student will ~~create melodies and rhythms through improvising and composing~~ improvise short melodic and rhythmic patterns in response to aural prompts.

- ~~1. Compose a simple melody within specified guidelines~~
- ~~2. Create variations of familiar melodic phrases on a neutral syllable.~~
- 3.1. Improvise "responses" in a similar style to given rhythmic and melodic phrases.
- ~~4.2. Use multimedia applications in creating original music.~~

Investigate

CB.9 The student will ~~investigate approaches for reading and writing basic~~ use music notation.

1. Identify notes and rests (eighth, quarter, half, whole), basic symbols, and terms.
2. Analyze and sight-read simple four-measure phrases using a symbol system.
3. Read and write rhythmic patterns in simple meter at various tempos.
4. Utilize available technology and related software.

CB.10 The student will identify simple musical forms.

1. Identify similar and contrasting phrases.
2. Recognize visually and aurally AB and ABA forms.

CB.11 The student will ~~evaluate~~ apply choral techniques and musicianship in the evaluation of music performances.

1. Provide answers to questions regarding criteria for evaluating vocal/choral performances and compositions.
2. Develop and apply criteria for evaluating vocal/choral performances.

Connect

CB.12 The student will ~~study~~ compare the relationship of music to the other fine ~~and performing~~ arts.

1. ~~Associate~~ Identify common elements and descriptive terms ~~with those used in music; with those used in the art, dance arts, theatre arts, and drama visual arts.~~
2. ~~Explore~~ Identify careers in music ~~as related to other fine and performing arts.~~

CB.13 The student will demonstrate an awareness of ~~cooperation in the vocal/choral setting~~ the collaborative nature of the choral art.

1. Contribute to the success of the ensemble.
2. Demonstrate concert etiquette as a performer and listener.

CB.14 The student will study selections ~~that representing various historical periods, diverse stylistic, and cultural~~ contexts of choral music.

1. Compare and contrast the functions of vocal/choral music in various cultures.
2. ~~Associate~~ Identify distinguishing characteristics of representative choral music from a variety of cultures.
3. Classify an exemplary vocal/choral work by historical period, composer, and title.

Intermediate Level

The Intermediate Level Music Standards of Learning are designed for students who have achieved competency in beginning vocal/choral skills. Emphasis is placed on the continuing development of vocal production techniques and ensemble participation. The standards require performance, creativity, and investigation at a level of increased ability as well as an understanding and application of traditional music notation. Opportunities to explore the relationship between music and the arts and disciplines outside of the arts are continued.

Perform

- CI.1 The student will use posture and breathing techniques to support vocal production.
1. Demonstrate ~~a consistent application of~~ breath control.
 - ~~2. Demonstrate a consistent application of correct singing posture.~~
 - ~~3. 2. Demonstrate knowledge of vocal anatomy through correct vocal production.~~
- CI.2 The student will sing with a free, clear tone, and accurate intonation.
1. ~~Exhibit understanding of the phonation process.~~ Identify the basic components of the phonation process as they relate to vocal production.
 2. ~~Continue to u~~ Use vocal development exercises to produce desired tone and intonation.
 3. ~~Demonstrate knowledge of individual singing range.~~
- CI.3 The student will sing with purity of vowels and clarity of consonants.
1. ~~Use vocal development employing ah, eh, ee, oh, oo to promote vowels~~ purity across the singer's vocal range—ah, eh, ee, oh, and oo.
 2. Identify and Articulate consonants with emphasis on internal consonants.
- CI.4 The student will use dynamics, tempo, blend, and balance in a group performance.
1. ~~Consistently a~~ Apply dynamic markings: pp, ff, pppp, ff, mpmp, mfmf, crescendocrescendo, decrescendodecrescendo.
 2. ~~Demonstrate an awareness~~ Respond to conducting prompts regarding ~~of~~ blend and balance.
- CI.5 The student will sing music written in three or more parts.
1. Maintain voice part in small ensemble.
 2. Sight-read four-measure phrases using a symbol system.
 3. Sing with and without instrumental accompaniment.
- CI.6 The student will respond to conducting patterns and interpretive gestures.
1. ~~Become familiar with~~ Demonstrate and respond to basic conducting patterns of one-beat, two-beats, three-beats, and four beats.
 2. ~~Become familiar with deviation in conducting pattern~~ Demonstrate and respond to expressive conducting gestures as they relate to ~~for stylistic~~ and interpretation.

Create

- CI.7 The student will respond to music through movement.
1. Create movement ~~for to~~ illustrate diverse styles of music.
 2. Design body percussion for rhythm studies.

- CI.8 The student will ~~create through composing and improvising~~ improvise within limited parameters.
1. Improvise short rhythmic and melodic phrases.
 2. Create vocal harmony to a given melody.
 3. Use available multimedia applications and technology in creating original music.

Investigate

- CI.9 The student will investigate approaches for reading and writing music notation.
1. Identify dotted notes and rests, sixteenth notes and rests, basic symbols, and terms.
 2. Analyze ~~four-eight-measure~~ phrases using a symbol system.
 3. Read and write rhythmic patterns in simple and compound meters and various tempos.
 4. Use available technology and related software.
- CI.10 The student will identify musical forms and textures.
1. Identify monophonic, homophonic, and polyphonic texture.
 2. Recognize and Pperform music in various forms including AB, ~~and ABA~~, and strophic.

Connect

- CI.11 The student will use choral techniques and musicianship in the evaluateion of musical performances.
1. Formulate questions related to criteria for self-evaluation of vocal/choral performances.
 2. ~~Evaluate~~ Design a rubric for the evaluation of individual and group performances.
- CI.12 The student will ~~study-investigate~~ the relationship of music to the fine arts and disciplines outside the arts.
1. ~~Examine-Identify~~ characteristics of various arts from a particular historical period and from various cultures using common elements and characteristic terms.
 2. ~~Explore-Research~~ careers in music as related to the other fine ~~and performing~~ arts.
- CI.13 The student will demonstrate ~~cooperative behavior in the vocal/choral setting-an awareness of the collaborative nature of the choral art~~.
1. ~~Continue to c~~Contribute to the success of the ensemble.
 2. Demonstrate concert etiquette as a performer and listener.
- CI.14 The student will study and perform selections representing diverse historical periods, styles, and cultures.
1. Describe distinguishing characteristics of representative vocal/choral music from a variety of historical periods and cultures.
 2. Compare and contrast the functions of vocal/choral music in various cultures.
 3. Associate an exemplary vocal/choral work with its historical period, composer, and title.

Advanced Level

The advanced vocal/choral student will continue to acquire proficiency in ensemble singing and will begin to develop competency in individual performance. Singing with refined expressive qualities, the student will perform vocal/choral selections and sight-reading material at increased levels of difficulty. Students will demonstrate an expanded ability in performance, creativity, and analytical investigation and will also gain experiential knowledge of leadership and evaluative skills in group and individual settings. Opportunity for students to explore the relationship between music and other disciplines continues to be provided.

Perform

- CAD.1 The student will demonstrate ~~an understanding of~~ vocal technique as applied to ~~advanced~~ vocal literature.
1. Demonstrate ~~consistent advanced~~ vocal production.
 2. Demonstrate knowledge of vocal anatomy.
 3. Use vocal technique in control of dynamics and articulation.
 4. Exhibit increased ability to ~~breathe efficiently while singing~~ use efficient and effective breathing technique.
- CAD.2 The student will ~~consistently demonstrate accurate~~ use intonation in solo and ensemble singing.
1. ~~Continue to u~~Use vocal development exercises to achieve consistent and accurate intonation.
 2. Apply aural skills to adjust individual intonation within the ensemble.
- CAD.3 The student will sing with purity of vowels and clarity of consonants.
1. Demonstrate difference between voiced and unvoiced consonants.
 2. Demonstrate the use of vowel placement to adjust tone.
 3. Demonstrate difference between pure vowels and diphthongs.
- CAD.4 The student will sing in a manner reflecting the expressive qualities of music in rehearsal and performance.
1. ~~Incorporate~~ Interpret mood, tempo, dynamics, and tone color ~~into~~ performance.
 2. Demonstrate blending vocal timbres and matching dynamic levels.
 3. ~~Demonstrate the ability to s~~ Sing with expressive phrasing.
- CAD.5 The student will perform music written in four or more parts with and without accompaniment.
1. Sing in small ensembles with one student on a part.
 2. Perform music with traditional and non-traditional harmonies.
- CAD.6 The student will respond to various conducting patterns and interpretive gestures.
1. Respond to changing and mixed meter.
 2. Demonstrate conducting patterns in duple, ~~and triple, and compound~~ meter.
- CAD.7 The student will ~~demonstrate the ability to~~ sing independently.
1. Demonstrate audition skills.
 2. Demonstrate memorization skills.
 3. Perform a song and/or an individual vocal part alone.
- CAD.8 The student will read and write notation.
1. Use a symbol system to sight-read melodic lines in major keys.
 2. Read and write rhythmic and melodic notation.

3. Sight-read individual voice part in a vocal score.
4. Use available technology and related software.

Create

- CAD.9 The student will respond to music through movement.
~~1. Create movement for diverse styles of music.~~
- CAD.10 The student will create music through composing, improvising, and arranging.
1. Create harmonies to a given melody.
 2. Improvise, vocally, a simple melody.
 3. Create arrangements of known melodies.
 4. Use available multimedia applications and technology.

Investigate

- CAD.11 The student will identify various compositional methods in the music being studied including fugue, word painting, modulation, and aleatory music.

Connect

- CAD.12 The student will ~~demonstrate an understanding between~~ discuss the relationship ~~of~~ between music ~~to~~ and other fine arts and disciplines outside the arts.
1. ~~Find Name and~~ describe the correlation between vocal/choral music and other disciplines ~~taught in school~~.
 2. ~~Explore Research the responsibilities of~~ careers in music as related to the other fine ~~and performing~~ arts.
- CAD.13 The student will ~~demonstrate leadership ability in the vocal/choral setting~~ identify the collaborative nature of the choral art.
- ~~1. Demonstrate the ability to fulfill leadership roles including one or more of the following: section leader, officer, accompanist, peer mentor.~~
 - ~~2. Exhibit concert etiquette during performances in a variety of settings.~~
 1. Contribute to the success of the ensemble.
 2. Demonstrate concert etiquette as a performer and listener.
- CAD.14 The student will evaluate musical performances.
1. Evaluate and offer constructive suggestions for improvement of personal and group performances.
 2. Articulate musical preferences through the use of music terminology.
- CAD.15 The student will study and sing selections representing various historical periods, styles, and cultures, including ~~music of the twentieth century~~ a variety of foreign languages.
- ~~1. Sing selections in a variety of foreign languages.~~
- CAD.16 The student will ~~demonstrate the ability to~~ make informed decisions as a consumer of music.
1. Identify opportunities to participate in vocal/choral ensembles in the community.
 2. Demonstrate knowledge of opportunities for attendance at professional and community concerts.

Artist Level

The student at the Artist Level will acquire refined musicianship skills in individual and ensemble performance. The student will continue to develop the ability to evaluate music performances and articulate preferences and choices through the use of cognitive skills and analytical thinking. Connections with music in the community and the world will be expanded, and the creation of an individual performance portfolio will be developed. Competency in solo/ensemble singing and the use of foreign languages will assist in preparing the singer for future musical/vocal development and career opportunities. Increasing awareness of the inter-relatedness of music, the arts, and other disciplines will be emphasized.

Perform

- CAR.1 The student will ~~demonstrate a command of~~ apply vocal technique ~~as applied~~ to advanced vocal/choral literature.
1. Demonstrate knowledge of the singing mechanism ~~consistently~~ in vocal production.
 2. Use vocal technique in the control of dynamics and articulation.
 3. ~~Exhibit increased ability to~~ Use breathing efficiently techniques while singing.
 4. Demonstrate control throughout the vocal range.
- CAR.2 The student will ~~consistently demonstrate accurate use~~ intonation in solo and ensemble singing.
1. Apply listening skills to adjust individual intonation within the ensemble.
 2. Use advanced vocal development exercises to improve intonation.
 3. Demonstrate the ability to transpose a cappella music into one or more keys.
- CAR.3 The student will sing with purity of vowels and clarity of consonants.
1. Use International Phonetic Alphabet (IPA) as a resource tool.
 2. Demonstrate difference between voiced and unvoiced consonants.
 3. Demonstrate difference between pure vowels and diphthongs.
- CAR.4 The student will sing in a manner reflecting expressive qualities of music, including ~~twentieth-~~ first century vocal techniques.
1. Incorporate mood, tempo, dynamics, and tone color into performance.
 2. Demonstrate blending vocal timbres and matching dynamic levels.
 3. Demonstrate the ability to sing with expressive phrasing.
- CAR.5 The student will perform music written in four or more parts with and without accompaniment.
1. Sing in small ensembles with one student on a part.
 2. Perform music with complex and nontraditional harmonies.
- CAR.6 The student will respond to various conducting patterns and interpretive gestures.
1. Respond to changing and mixed meter.
 2. Demonstrate conducting patterns including duple, ~~and triple,~~ and compound meter.
- CAR.7 The student will ~~demonstrate the ability to~~ perform a solo and sing an individual voice part.
1. Demonstrate audition skills.
 2. Demonstrate memorization skills.
 3. Sing a selection from standard solo repertoire.

- CAR.8 The student will read and write complex notation.
1. ~~Demonstrate the ability to p~~Play an individual voice part on a melodic instrument.
 2. Sight-read melodic lines in major and minor keys.
 3. Read and write complex rhythmic patterns in various meters.
 4. Sight-read any voice part in a full vocal score.

Create

- CAR.9 The student will respond to music through movement.
1. Create movement for selected styles of music.
 2. Design choreography for selected styles of music.
- CAR.10 The student will create through improvising, composing, and arranging.
1. Create a descant or ostinato to a previously learned melody.
 2. Create harmonies to a given melody.
 3. Improvise on a simple melody.
 4. Create an arrangement to a given melody.
 5. Use available multimedia and technology.

Investigate

- CAR.11 The student will identify various compositional methods encountered in the music being studied including fugue, word painting, modulation, and aleatory music.

Connect

- CAR.12 The student will ~~demonstrate an understanding between the~~ analyze the relationship of music to the other fine arts and disciplines outside the arts.
1. ~~Find-Identify~~ and describe the correlation between vocal/choral music and other disciplines ~~taught in school.~~
 2. ~~Explore-Research~~ careers in music as related to the other fine ~~and performing~~ arts.
- CAR.13 The student will ~~demonstrate-use~~ leadership ability-skills in the vocal/choral setting.
1. Demonstrate the ability to fulfill leadership roles including one or more of the following: section leader, student conductor, accompanist, officer, peer mentor.
 2. Demonstrate concert etiquette during various performances in a variety of settings.
- CAR.14 The student will evaluate music performances.
1. Evaluate and offer constructive suggestions for the improvement of personal and group performances.
 2. Articulate music preferences through the use of music terminology.
 3. Examine professional music reviews as found in available publications.
- CAR.15 The student will study and sing selections representing historical periods, various styles, cultures, and music of the ~~twentieth~~ twenty-first century.
1. Choose selections from more than one foreign language.
 2. Develop a portfolio of repertoire performed.
- CAR.16 The student will ~~demonstrate the ability to~~ make informed decisions as a consumer of music.
1. Identify opportunities to contribute to the musical community.
 2. Demonstrate opportunities for attendance at professional and community concerts.

MUSIC STANDARDS OF LEARNING REVISION JUSTIFICATION

Kindergarten

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
K.1	✓										
K.2	✓										
K.3	✓										
K.4	✓										
K.5	✓										
K.6	✓										
K.7		✓							✓		
K.8	✓										
K.9	✓										
K.10	✓										
K.11	✓										
K.12		✓							✓		

MUSIC STANDARDS OF LEARNING REVISION JUSTIFICATION

Grade One

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
1.1		✓					✓		✓		
1.2		✓					✓	✓	✓		
1.3	✓										
1.4		✓							✓		
1.5	✓										
1.6	✓										
1.7		✓					✓		✓		
1.8	✓										
1.9	✓										
1.10	✓										
1.11	✓										
1.12		✓					✓		✓		

MUSIC STANDARDS OF LEARNING REVISION JUSTIFICATION

Grade Two

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
2.1		✓					✓		✓		
2.2		✓					✓	✓	✓		
2.3		✓					✓		✓		
2.4	✓										
2.5		✓					✓		✓		
2.6		✓						✓			
2.7	✓										
2.8	✓										
2.9	✓										
2.10	✓										
2.11		✓					✓		✓		

MUSIC STANDARDS OF LEARNING REVISION JUSTIFICATION

Grade Three

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
3.1		✓					✓		✓		
					3.2		✓	✓	✓		
3.2		✓	3.3				✓	✓	✓		
3.3	✓		3.4								
					3.5		✓	✓	✓		
3.4	✓		3.6								
3.5	✓		3.7								
3.6		✓	3.8				✓		✓		
3.7		✓	3.9				✓				
3.8	✓		3.10								
3.9	✓		3.11								
3.10	✓		3.12								
3.11	✓		3.13								
3.12	✓		3.14								
3.13		✓	3.15				✓		✓		

MUSIC STANDARDS OF LEARNING REVISION JUSTIFICATION

Grade Four

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
4.1		✓							✓		
					4.2		✓	✓	✓		
4.2		✓	4.3				✓	✓	✓		
4.3		✓	4.4						✓		
					4.5		✓	✓	✓		
4.4	✓		4.6								
4.5		✓	4.7						✓		
4.6		✓	4.8				✓	✓			
4.7	✓		4.9								
4.8	✓		4.10								
4.9	✓		4.11								
4.10	✓		4.12								
4.11	✓		4.13								
4.12	✓		4.14								
4.13		✓	4.15				✓		✓		

MUSIC STANDARDS OF LEARNING REVISION JUSTIFICATION

Grade Five

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
5.1		✓					✓		✓		
					5.2		✓	✓	✓		
5.2		✓	5.3				✓	✓	✓		
5.3		✓	5.4						✓		
					5.5		✓	✓	✓		
5.4		✓	5.6				✓	✓	✓		
5.5		✓	5.7				✓	✓			
5.6		✓	5.8						✓		
5.7	✓		5.9								
5.8	✓		5.10								
5.9	✓		5.11								
5.10	✓		5.12								
5.11		✓	5.13				✓		✓		

MUSIC STANDARDS OF LEARNING REVISION JUSTIFICATION

General Music/Grades 6-8

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
MS.1		✓					✓	✓	✓		
MS.2		✓					✓	✓			
MS.3	✓										
MS.4		✓							✓		
MS.5		✓							✓		
MS.6	✓										
MS.7		✓							✓		
MS.8	✓										
MS.9	✓										

MUSIC STANDARDS OF LEARNING REVISION JUSTIFICATION

General Music/Grades 9-12

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
HS.1	✓										
HS.2	✓										
HS.3		✓							✓		
HS.4	✓										
HS.5	✓										
HS.6	✓										
HS.7	✓										
HS.8	✓										
HS.9	✓										

MUSIC STANDARDS OF LEARNING

REVISION JUSTIFICATION

Instrumental/Beginning

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
IB.1		✓							✓		
IB.2		✓							✓		
IB.3		✓							✓		
IB.4	✓										
IB.5		✓							✓		
IB.6		✓					✓	✓	✓		
IB.7		✓							✓		
IB.8	✓										
IB.9	✓										
IB.10		✓							✓		
IB.11		✓							✓		
IB.12		✓					✓	✓	✓		
IB.13	✓										
IB.14	✓										
IB.15		✓					✓	✓	✓		

Instrumental/Beginning

Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
IB.16	✓										
IB.17		✓							✓		
IB.18		✓					✓	✓	✓		
IB.19		✓					✓	✓	✓		
IB.20	✓										
IB.21		✓		✓							
IB.22		✓	IB.21						✓		
IB.23		✓	IB.22			✓					
IB.24		✓	IB.23				✓	✓	✓		

MUSIC STANDARDS OF LEARNING REVISION JUSTIFICATION

Instrumental/Intermediate

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
II.1		✓							✓		
II.2		✓							✓		
II.3		✓							✓		
II.4	✓										
II.5		✓							✓		
II.6		✓					✓	✓	✓		
II.7	✓										
II.8	✓										
II.9		✓					✓	✓	✓		
II.10		✓					✓	✓	✓		
II.11		✓					✓	✓	✓		
II.12		✓					✓	✓	✓		
II.13	✓										
II.14	✓										
II.15		✓					✓	✓	✓		

Instrumental/Intermediate

Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
II.16	✓										
II.17		✓							✓		
II.18		✓					✓	✓	✓		
II.19		✓							✓		
II.20	✓										
II.21		✓		✓							
II.22		✓	II.21				✓	✓	✓		
II.23		✓	II.22			✓					
II.24		✓	II.23				✓	✓			

MUSIC STANDARDS OF LEARNING REVISION JUSTIFICATION

Instrumental/Advanced

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
IAD.1		✓							✓		
IAD.2		✓							✓		
IAD.3		✓							✓		
IAD.4	✓										
IAD.5		✓							✓		
IAD.6		✓					✓	✓	✓		
IAD.7	✓										
IAD.8	✓										
IAD.9		✓					✓		✓		
IAD.10		✓							✓		
IAD.11		✓							✓		
IAD.12	✓										
IAD.13	✓										
IAD.14	✓										
IAD.15	✓										

Instrumental/Advanced
Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
IAD.16		✓					✓	✓	✓		
IAD.17		✓							✓		
IAD.18		✓					✓	✓	✓		
IAD.19	✓										
IAD.20	✓										
IAD.21	✓										
IAD.22		✓					✓		✓		
IAD.23		✓					✓	✓	✓		
IAD.24	✓										

MUSIC STANDARDS OF LEARNING REVISION JUSTIFICATION

Instrumental/Artist

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
IAR.1		✓							✓		
IAR.2		✓							✓		
IAR.3		✓							✓		
IAR.4	✓										
IAR.5	✓										
IAR.6	✓										
IAR.7	✓										
IAR.8	✓										
IAR.9		✓					✓	✓	✓		
IAR.10		✓							✓		
IAR.11		✓							✓		
IAR.12	✓										
IAR.13	✓										
IAR.14	✓										
IAR.15	✓										

Instrumental/Artist

Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
IAR.16		✓					✓	✓			
IAR.17		✓							✓	✓	
IAR.18		✓					✓	✓	✓		
IAR.19	✓										
IAR.20	✓										
IAR.21	✓										
IAR.22		✓					✓		✓		
IAR.23		✓					✓	✓	✓		
IAR.24	✓										
IAR.25	✓										

MUSIC STANDARDS OF LEARNING REVISION JUSTIFICATION

Choral/Beginning

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
CB.1		✓					✓	✓	✓		
CB.2		✓					✓	✓	✓		
CB.3		✓					✓	✓	✓		
CB.4		✓				✓	✓	✓	✓		
CB.5		✓					✓	✓	✓		
CB.6	✓										
CB.7		✓							✓		
CB.8		✓					✓	✓	✓		
CB.9		✓							✓		
CB.10	✓										
CB.11		✓					✓	✓	✓		
CB.12		✓				✓	✓	✓	✓		
CB.13		✓							✓		
CB.14		✓							✓		

MUSIC STANDARDS OF LEARNING REVISION JUSTIFICATION

Choral/Intermediate

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
CI.1		✓					✓	✓	✓		
CI.2		✓					✓	✓	✓		
CI.3		✓					✓	✓	✓		
CI.4		✓				✓	✓	✓	✓		
CI.5	✓										
CI.6		✓					✓	✓	✓		
CI.7		✓							✓		
CI.8		✓					✓	✓	✓		
CI.9		✓					✓	✓	✓		
CI.10		✓					✓	✓	✓		
CI.11		✓					✓	✓	✓		
CI.12		✓				✓	✓	✓	✓		
CI.13		✓							✓		
CI.14		✓							✓		

MUSIC STANDARDS OF LEARNING REVISION JUSTIFICATION

Choral/Advanced

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
CAD.1		✓					✓	✓	✓		
CAD.2		✓					✓	✓	✓		
CAD.3	✓										
CAD.4		✓					✓	✓	✓		
CAD.5	✓										
CAD.6		✓					✓	✓	✓		
CAD.7		✓							✓		
CAD.8		✓							✓		
CAD.9		✓							✓		
CAD.10	✓										
CAD.11	✓										
CAD.12		✓					✓	✓	✓		
CAD.13		✓							✓		
CAD.14	✓										
CAD.15		✓					✓	✓	✓		

Choral/Advanced
Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
CAD.16		✓							✓		

MUSIC STANDARDS OF LEARNING REVISION JUSTIFICATION

Choral/Artist

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
CAR.1		✓					✓	✓	✓	✓	
CAR.2		✓							✓		
CAR.3	✓										
CAR.4		✓				✓					
CAR.5	✓										
CAR.6		✓							✓		
CAR.7		✓							✓		
CAR.8		✓							✓		
CAR.9	✓										
CAR.10	✓										
CAR.11	✓										
CAR.12		✓				✓	✓	✓	✓	✓	
CAR.13		✓					✓		✓		
CAR.14	✓										
CAR.15		✓				✓					

Choral/Artist

Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
CAR.16		✓							✓		

DRAFT

Theatre Arts Standards of Learning

**for
Virginia
Public Schools**



**Board of Education
Commonwealth of Virginia**

October 26, 2005

Theatre Arts Standards of Learning

Introduction

The Theatre Arts Standards of Learning identify the content and skills required as essential components of the theatre arts curriculum through the middle school and core high school courses. The standards are designed to be cumulative and progress in complexity by course from the middle school through the secondary level.

Throughout a student's theatre arts education, specific content strands or topics are included. These strands are performance and production, cultural context and theatre history, judgment and criticism, and aesthetics. It is through the acquisition of these concepts, content, and skills that the goals for the theatre arts can be realized. A comprehensive theatre arts program provides students with the ability to understand their own responses and the responses of others to the many forms of theatrical experience.

The standards are not intended to encompass the entire curriculum for a grade level or course nor to prescribe how the content should be taught. Teachers will consistently model appropriate use of copyrighted and royalty-protected materials. ~~Teachers-~~ They are encouraged to go beyond these standards and to select instructional strategies and assessment methods appropriate for their students.

Goals

The content of the Theatre Arts Standards of Learning is intended to support the following goals ~~that will enable for students to:~~

- Think and act creatively by solving problems individually or collaboratively by employing originality, flexibility, and imagination;
- Develop the acting skills necessary for creative dramatic performance;
- Demonstrate knowledge of the elements of theatre production;
- Demonstrate an understanding of theatre arts in relation to history and culture;
- Develop critical skills to evaluate their work and the work of others;
- Demonstrate an awareness of and responsibility for the safe and ethical use of materials, methods, and technologies;
- Make connections between theatre arts and other fields of knowledge; ~~and~~
- Demonstrate the ability to apply aesthetic criteria for making artistic choices; and
- Develop awareness of copyright and royalty requirements for productions.

Strands

Performance and Production

Students will apply concepts and skills that are inherent to theatrical performances. They will recognize problems related to all aspects of theatrical presentation. They will design and implement solutions that are consistent with form and expressive intent. Through study and practical experiences, students will develop the physical, conceptual, and intellectual skills associated with the crafts essential to theatre.

Cultural Context and Theatre History

Students will demonstrate their knowledge of the ways in which cultures and theatre have related throughout history and are interacting today. They will demonstrate an understanding of the ways that other disciplines and their related technologies influence theatre and are correspondingly influenced by theatre. It is essential that students demonstrate the ability to approach the manifold creative tasks associated with theatre to attain group objectives.

Judgment and Criticism

Criticism in the theatre arts is based upon a thorough understanding of the art and craft of theatre. Students are expected to thoughtfully examine, make judgments, and derive meaning from the theatre arts. Students will apply processes that involve observing, listening, reflecting, analyzing, interpreting, and making judgments. These skills are required for creating and producing as well as for judging or evaluating a finished product.

Aesthetics

The ability to make qualitative judgments in theatre arts depends upon a student's ability to perceive, to experience an emotional response, and to relate that response to the actual qualities of the theatrical experience that generated it. Participation in a range of artistic experiences enables students to develop an understanding of different cultural philosophies and factors that may alter responses. Such understandings are critical to the development of a personal philosophy of theatre arts and aesthetic sensitivity that focuses on the nature, meaning, and value of the arts.

~~Grades 6-12 Safety~~ Grades 6-12 Safety

In implementing the Theatre Arts Standards of Learning, students must know how to follow safety guidelines; practice theatre etiquette; demonstrate appropriate safety techniques; and use and care for equipment, stage properties, costumes, and facilities safely while working individually and in groups.

Safety must be given the highest priority in implementing the theatre arts instructional program in grades six through twelve. Correct and safe techniques, as well as wise selection of resources, materials, and theatre experiences appropriate to students' age levels, must be carefully considered with regard to the safety precautions for every instructional activity. Safe theatre facilities both classroom-based and auditorium-based require thorough planning, careful management, and constant monitoring of student activities. Class enrollments and audience size should not exceed the designed capacity of the room.

The theatre arts embrace a wide range of activities that are necessary to mounting a performance including:

- rehearsal of cast;
- design and implementation of scenery, lighting, costumes, properties, and sound;
- performances with audiences; and
- strike and clean-up of production materials upon completion of performance run.

Each of these activities requires knowledgeable teachers who are prepared to teach the safe use of tools and facilities. The standards listed below are among those that should be followed to avoid potential safety problems:

1. Rehearsal

- Stage combat should be choreographed to eliminate unnecessary risk.
- Dance rehearsals should be conducted on a smooth and resilient, but not slippery floor (e.g., sprung wood floors, marley floor).

- Platforms and stair units should be secured from accidental movement and have sufficient railings.
 - Since rehearsals are often scheduled after regular school hours, a telephone with a direct outside line and emergency numbers posted nearby should be conveniently located in the theatre.
2. Design and implement technical elements safely
- The construction and finishing of theatre scenery, costumes, and properties should be conducted under the same conditions and practices used in industrial arts classrooms, including appropriate personal safety equipment such as gloves, goggles, hearing protectors, and dust masks.
 - Stage curtains and drapes should have a flameproof rating and current certification.
 - Stage lighting circuits, dimmers, and fixtures should be properly maintained and regularly inspected (especially for ground continuity).
 - There should be a master switch for the electric supply for stage lighting equipment.
 - Amplified sound volumes must not exceed safe levels which can result in hearing damage.
 - All damaged and worn out equipment should be immediately removed from service.
3. Performance
- Proper procedures for evacuation of the theatre should be discussed and rehearsed with cast and ushers.
 - Exits must be clear and unobstructed at all times.
 - All exit and emergency lights must be in good operating condition.
 - Fire extinguishers must be well-maintained and available at all times. Appropriate school personnel should be trained in their use.
4. Strike and clean-up
- Avoid scheduling the strike and clean-up immediately after the final performance.
 - The most dangerous time of a production is the strike and clean-up, therefore it is strongly advised to begin the strike after a night's sleep to reduce accidents caused by fatigue and carelessness.

Middle School

Exploratory Dramatics

The standards for Middle School Exploratory Dramatics are designed to provide students with an introduction to the study of theatre history, dramatic literature, and theatrical production. Through research, planning, scripting, production, and performance experiences, students acquire skills in communicating ideas, critical thinking, and collaborative problem solving. This course prepares students for further theatrical study and nurtures an appreciation for the many forms of theatre.

Performance and Production

- M.1 The student will communicate ideas using individual performances, group productions, or group projects to demonstrate teamwork, cooperation, and dependability.
- M.2 The student will ~~solve problems kinesthetically through theatre games and improvisations~~ create and build trust and develop listening skills through participation in theatre games and improvisations (e.g., solo and group characterizations, characters in conflict, experiments in rhythm and imagery).
- M.3 The student will demonstrate acting skills by
 - 1. vocal production—projection and articulation;
 - 2. movement and gestures; and
 - 3. memorization.
- M.4 The student will work collaboratively and safely to select, create, and utilize the technical elements of lighting, scenery, costuming, makeup, properties, and sound.

Cultural Context and Theatre History

- M.5 The student will investigate a variety of societal roles, occupations, and relationships through dramatic activities.
- M.6 The student will demonstrate how theatre is similar to and different from other literary genres through storytelling, scene presentation, improvisation, or pantomime.
- M.7 The student will demonstrate an awareness of a variety of historical and ~~multi~~cultural concepts through dramatic activities.
- M.8 The student will identify drama as a major form of literature, including elements of plot, character, setting, mood, and theme.
- M.9 The student will identify and describe theatrical resources in the community, including professional and community theatres, experts, and sources of scripts and materials.

Judgment and Criticism

- M.10 The student will give constructive and objective criticism of class performances using appropriate theatre arts vocabulary.

- M.11 The student will demonstrate the ability to accept and incorporate constructive criticism in subsequent work.
- M.12 The student will read and analyze scripts and respond in oral, written, or visual form.
- M.13 The student will view, analyze, and interpret live theatre using oral or written responses regarding directing, design, acting, and artistic presentation.

Aesthetics

- M.14 The student will recognize and respond to the unique qualities of theatre ~~through~~, including
1. interaction with the audience/actor;
 2. immediacy of live performance;
 3. representation of life; and
 4. incorporation of the arts.
- M.15 The student will ~~respond to ways in which theatrical works evoke sensory and emotional responses~~ define aesthetics and discuss how it is reflected in theatre arts and everyday life.

Theatre I: Introduction to Theatre

The standards for Theatre I: Introduction to Theatre are designed to provide students with a survey of the theatre arts, allowing students opportunities to experience and appreciate dramatic literature and participate in the creative processes of performance and production. The course emphasizes skill development and provides theatrical opportunities that enable students to determine personal areas of interest.

Performance and Production

- TI.1 The student will recognize that theatre is an ensemble art while developing communication strategies and problem-solving capabilities through group interaction and artistic collaboration to
1. communicate and defend artistic choices;
 2. offer and select alternatives to solve problems and to build consensus; and
 3. participate in group collaborations.
- TI.2 The student will create and strengthen trust and expand listening skills through participation in theatre games and improvisations (e.g., solo and group characterizations, characters in conflict, experiments in rhythm and imagery, playwriting experiments).
- TI.3 The student will apply the creative process to the skills of storytelling, acting, and playwriting by
1. using an acting vocabulary that includes blocking and character development terminology;
 2. employing voice, body, and imagination in character development;
 3. analyzing and describing the physical, emotional, and social dimension of characters;
 4. creating and writing a monologue and/or scene; and
 5. memorizing and presenting a monologue and/or scene from a published work.
- TI.4 The student will understand and apply principles of technical theatre by
1. defining types of stages and the terms used to delineate stage areas;
 2. demonstrating knowledge of the technical components of theatre—set, properties, lighting, sound, costume, and makeup;
 3. identifying the responsibilities of technical personnel, including designers, builders, and operators;
 4. demonstrating theatre safety practices; and
 5. practicing ethical use of available technology and resources.
- TI.5 The student will explore and discuss principles of theatre management, administration, and the production process by
1. identifying the functions of business management, including ~~fund-raising~~ funding, publicity, and house management;
 2. identifying the duties of the director and stage manager in the production process;
 3. explaining the role of the playwright; and
 4. practicing ethical use of literary material.

Cultural Context and Theatre History

- TI.6 The student will demonstrate how theatre is similar to and different from other literary genres and art forms.
- TI.7 The student will make connections between theatre and other curricular areas.

- TI.8 The student will reflect on life in historical times, places, and cultures by
1. researching and applying cultural and historical information to artistic choices;
 2. examining non-Western traditions in drama; and
 3. demonstrating knowledge of theatrical institutions and opportunities available in the community and the commonwealth.

Judgment and Criticism

- TI.9 The student will give and integrate constructive criticism by
1. developing and using appropriate theatre arts vocabulary;
 2. discussing performances, projects, and plans; and
 3. applying the concepts of evaluation to oral and written observations, including intent, structure, effectiveness, and value ~~to oral and written observations~~.
- TI.10 The student will read, analyze, and respond to selected dramatic literature to
1. identify the elements of dramatic literature, including conflict, plot, theme, character, and dialogue; and
 2. develop and apply criteria to describe and evaluate dramatic literature.
- TI.11 The student will view and analyze live performances and make informed responses by
1. identifying the elements of production—directing, design, and acting;
 2. describing, analyzing, and evaluating artistic choices in dramatic presentation; and
 3. exhibiting considerate audience behavior at theatrical performances.

Aesthetics

- TI.12 The student will describe how theatrical activity can entertain, instruct, and interpret the human experience.
- TI.13 The student will describe the elements of a theatrical experience that evoke a personal aesthetic response and describe the response using appropriate theatre arts vocabulary.
- TI.14 The student will define aesthetics and discuss how it is reflected in theatre arts.
- TI.15 The student will discuss and analyze the purposes, values, and meanings of theatrical works.
- TI.16 The student will discuss how personal experience, culture, and current events shape individual aesthetic experience.

Theatre II: Dramatic Literature and Theatre History

The standards for Theatre Arts II: Dramatic Literature and Theatre History integrate and build upon concepts and skills from Theatre I. Through various modes of expression and performance, students investigate dramatic literature, theatrical styles, and historical periods. Students will study and respond to a variety of theatre experiences that will refine their communicative, collaborative, analytical, interpretive, and problem-solving skills. Students will expand their artistic abilities and appreciation of the theatrical arts.

Performance and Production

- TII.1 The student will exhibit rehearsal discipline and maintain stage properties, costumes, equipment, and facilities according to established classroom standards.
- TII.2 The student will collaborate with others to create theatre projects and productions.
- TII.3 The student will demonstrate acting skills and techniques, including vocal control, stage movement, script analysis, and rehearsal techniques representing selected styles by
1. using ~~demonstrating~~ gestures, blocking, pacing, and stage business;
 2. making vocal and physical choices that represent characterization, conflict, and production style;
 3. performing a fully rehearsed and memorized role;
 4. incorporating suggestions from the director;
 5. continuing to refine research skills for characterization and script/text interpretation;
 6. using preparation and awareness activities to improve concentration, observation, imagination, and sensory memory;
 7. researching and presenting solo and group performances; and
 8. incorporating psychological, historical, and social dynamics derived from information suggested by the script.
- TII.4 The student will create and strengthen trust through participation in theatre games and improvisations that
1. demonstrate characterization and justify motivations;
 2. develop a narrative that expresses dramatic conflict;
 3. develop ~~dialog~~ dialogue and listening skills to express character relationships; and
 4. incorporate personal experiences into improvisation and play writing exercises.
- TII.5 The student will apply principles of directing by
1. selecting ~~plays~~ scenes and participating in script analysis, casting, rehearsal, and staging;
 2. utilizing principles of blocking;
 3. communicating directorial choices, including pacing, mood, concept, and style;
 4. employing ethical choices in script selection, editing, and presentation; and
 5. evaluating choices ~~of~~ made in the directorial process.

- TII.6 The student will explore and demonstrate skills and principles of technical theatre by
1. ~~consistently~~ applying basic safety procedures;
 2. ~~demonstrating~~ applying the components, functions, and operations of technical theatre elements, including lighting, scenery, costuming, makeup, properties, and sound;
 3. making a model of a three-dimensional form from design drawings;
 4. ~~making a two-dimensional study of a three-dimensional object using scale drawings, perspective drawings, blueprints, or computer renderings to design scenery, costumes, and properties;~~
 - 5.4 offering simple or complex solutions to technical theatre problems;
 - 6.5 interpreting, preparing, and presenting elements of technical theatre to enhance a scene; and
 - 7.6 evaluating technical choices in formal and informal presentations.
- TII.7 The student will explore principles of theatre management/administration and the production process by
1. applying the components, functions, and relationships of theatre management, including box office, publicity/marketing, house, tickets, and concessions;
 2. developing a schedule and organizational plan for selected areas of theatre operation; and
 3. applying the ~~principles and practices~~ concepts of stage management.
- TII.8 The student will demonstrate skill in communicating concepts and information through the study of theatre arts by
1. generating a variety of theatre experiences using various resources, media materials, and available technology; and
 2. researching current theatrical institutions and opportunities available in the community, commonwealth, and world.

Cultural Context and Theatre History

- TII.9 The student will identify major stylistic movements and connections to historical periods, including classical, Renaissance, Elizabethan, modern, and contemporary by
1. describing and comparing universal characters, situations, themes, and ideas in theatre;
 2. identifying, researching, and analyzing symbolism, cultural, and historical clues in dramatic texts; and
 3. researching and describing historical production designs, techniques, and performances from various cultures.
- TII.10 The student will trace the development of technical theatre by
1. explaining the effects of technological advances on theatre; and
 2. analyzing a variety of dramatic texts with reference to historical and cultural contexts to determine their production requirements.
- TII.11 The student will describe how theatre is similar to and different from other art forms, other fields of knowledge, and literary genres by
1. ~~describing~~ identifying characteristics and comparing the presentation of characters, environments, and actions in theatre and other art forms;
 2. comparing the interpretive and expressive natures of various art forms in specific cultural or historical periods; and
 3. making connections between theatre and other fields of knowledge.

Judgment and Criticism

- TII.12 The student will give and receive constructive criticism by
1. discussing and critiquing performances, projects, plans, or ideas objectively;
 2. evaluating personal artistic choices and artistic choices of others in informal and formal productions;
 3. analyzing and evaluating ~~critical comments~~ reviews and critiques of ~~about~~ dramatic works; and
 4. attending and critiquing theatrical productions outside of the school environment.
- TII.13 The student will read, analyze, and respond to selected dramatic literature by
1. using an expanded theatre arts vocabulary and terminology;
 2. identifying elements in dramatic literature, including structure, style, form, mood, language, spectacle, symbolism, genre, and setting;
 3. demonstrating visual, oral, aural, kinesthetic, ~~and or~~ written responses ~~to dramatic literature~~; and
 4. applying dramatic themes to personal experiences or current events.
- TII.14 The student will analyze how theatre is similar to and different from other literary genres and art forms by
1. comparing theatre to film, video, novels, short stories, poetry, ~~music~~, dance arts, music and the visual arts;
 2. viewing various art forms and comparing how common themes are expressed; and
 3. discussing ways in which ~~the visual arts, music, dance and/or other art forms can~~ arts, music, and the visual arts enhance theatrical presentations.

Aesthetics

- TII.15 The student will describe personal responses to theatrical productions in terms of the qualities of the production as a whole.
- TII.16 The student will respond to a variety of dramatic literature in terms of aesthetic philosophies; of cultures, including classical, modern, Western, and non-Western.
- TII.17 The student will support aesthetic opinions by reasoned processes using an expanded theatre vocabulary.
- TII.18 The student will describe, refine, and organize personal ideas about the aesthetic qualities of a theatrical work.
- TII.19 The student will research and investigate the intentions of those who created specific theatrical works.

Theatre III: Intermediate Acting and Playwriting

The standards for Theatre Arts III: Intermediate Acting and Playwriting integrate and build upon concepts and skills from Theatre II. Through various modes of expression and performance, students investigate acting styles, and the process of playwriting, which includes character development, research, dramatic structure, conflict, and resolution. Students will study and respond to a variety of theatre experiences that will refine their collaborative, analytical, interpretive, and problem-solving skills. Students will deepen their artistic abilities and appreciation of the theatrical arts.

Performance and Production

- TIIL.1 The student will apply rehearsal discipline and maintain stage properties, costumes, equipment, and facilities according to established classroom standards.
- TIIL.2 The student will exhibit independence, discipline, and commitment to the theatre process through work on assigned projects and productions.
- TIIL.3 The student will integrate acting skills and techniques incorporating voice, movement, and analysis in the rehearsal process and performance by
1. creating and sustaining multi-dimensional characters;
 2. initiating artistic choices to enhance performance;
 3. enhancing characterizations, dialogue and action;
 4. exercising artistic discipline to achieve an ensemble in rehearsal and performance;
 5. listening to other actors and responding internally as well as externally; and
 6. demonstrating self-confidence, and self-expression.
- TIIL.4 The student will demonstrate the audition process by
1. researching and selecting classical, modern, tragic and comic monologues by established playwrights; and
 2. presenting memorized selections for critique.
- TIIL.5 The student will investigate basic film/video production, including camera techniques, appropriate terminology, screenplays, acting for the camera, and the editing process.
- TIIL.6 The student will explore playwriting by writing monologues, dialogues, scenes and short plays that
1. exhibit unique character voices;
 2. use basic dramatic structure; and
 3. develop an idea through action.
- TIIL.7 The student will demonstrate the principles of design by
1. applying safety procedures;
 2. making a two-dimensional study of a three-dimensional object using scale drawings, perspective drawings, blueprints, or computer renderings to design scenery, costumes, and properties;
 3. building a scale model of a setting for a stage or film/video;
 4. rendering lighting plots and costume plates for stage or film/video;
 5. applying solutions to technical problems; and
 6. analyzing and justifying design choices.

Cultural Context and Theatre History

- THI.8 The student will research multiple acting styles from a variety of historical periods by
1. comparing and contrasting decorum, environments, and manners; and
 2. interpreting characters, situations, and themes.
- THI.9 The student will trace the development of performance design by
1. explaining the effects of technology; and
 2. analyzing a variety of dramatic texts with reference to historical and cultural contexts to determine their design requirements.
- THI.10 The student will compare and contrast theatre to film/video by
1. listing characteristics of production methods;
 2. analyzing the difference between theatre scripts and film/video screenplays; and
 3. describing the use of film/video or theatre in a changing world.

Judgment and Criticism

- THI.11 The student will use theatre, playwriting, acting and film/video vocabulary.
- THI.12 The student will apply oral and written critiques to acting styles by
1. assessing projects, plans, or ideas;
 2. incorporating personal artistic choices in informal and formal productions; and
 3. critiquing acting styles of professional theatrical productions.
- THI.13 The student will apply a critical methodology to playwriting by
1. revising original student scripts;
 2. exploring the structure of established playwrights in relation to the student work; and
 3. recognizing that there will be a variety of responses by audience members.
- THI.14 The student will compare and contrast narrative structure, acting styles, and production methods of theatre and film/video.

Aesthetics

- THI.15 The student will develop and defend personal criteria in response to theatrical and film/video performances and production values.
- THI.16 The student will defend personal criteria in response to original theatrical writings.
- THI.17 The student will research, compare, and contrast the aesthetic ideals of two or more playwrights.
- THI.18 The student will defend multiple points of view regarding theatrical works.

Theatre IV: Advanced Acting and Directing

The standards for Theatre Arts IV: Advanced Acting and Directing refine the concepts and skills from Theatre III reinforcing the principles learned in Theatre I and II. Through research, performance and evaluation students will develop artistic criteria that will be applied to performance and directing. Students will study and respond to a variety of theatre experiences that showcases collaborative, analytical, interpretive, and problem-solving skills.

Performance and Production

TIV.1 The student will work independently and collaboratively to raise the standards of formal and informal performance and production work.

TIV.2 The student will create a personal acting technique by

1. investigating both external and internal acting approaches;
2. applying different acting approaches to pieces, e.g.; monologues, scenes and plays;
3. writing character analyses that include prior action, cultural background, objective, tactics, subtext, and consequences of actions; and
4. writing script analyses that include historical and cultural context, through line, and intent of the playwright.

TIV.3 The student will demonstrate vocal performance skills—articulation, projection, volume, pitch, tone, vocal placement, rhythm and dialect.

TIV.4 The student will demonstrate movement skills—use of facial expression, posture, control of gesture, leading center, balance, poise, timing, and breath control.

TIV.5 The student will prepare for professional auditions by

1. choosing and preparing a repertory of one and two minute audition pieces of both classical and modern selections from full-length plays;
2. preparing and presenting written and oral critiques of their own and peer audition pieces;
3. preparing a written performance and production resume; and
4. following the audition notice guidelines.

TIV.6 The student will direct a two-character scene, a multi-character scene, and a one-act play for performance by

1. selecting scripts;
2. auditioning and casting actors;
3. establishing rehearsal and production schedules;
4. creating prompt books;
5. creating designs for set, sound, lighting, make-up, and costumes;
6. researching history, culture and concept of the scripts;
7. employing blocking to achieve focus;
8. working with actors to develop effective characterizations;
9. overseeing technical responsibilities;
10. solving technical and design problems inherent in the scripts;
11. demonstrating knowledge of current copyright laws and their applications, e.g., royalties and rights;

- 12. creating a collaborative working relationship among casts and crews; and
- 13. modeling artistic discipline in rehearsal and performance situations.

TIV.7 The student will apply principles of stage management by

- 1. creating a prompt book noting blocking, lighting, sound, and effect cues;
- 2. assisting the director in all areas of the production;
- 3. creating production and rehearsal schedules, contact sheets, and cue sheets; and
- 4. maintaining effective communication and safety procedures with members of the cast and crew.

Cultural Context and Theatre History

TIV.8 The student will use cultural and historical research to justify choices in directing and acting projects.

TIV.9 The student will research the development of the role of the director as a unifying force in a production.

Judgment and Criticism

TIV.10 The student will use acting and directing vocabulary to analyze, evaluate, and interpret meaning in personal projects and other productions.

TIV.11 The student will research, analyze, and compare published criticisms from a variety of sources and present a written and oral defense of the findings.

TIV.12 The student will defend a personal point of view expressed in acting and directing performances by conducting an effective critique.

TIV.13 The student will describe, interpret, and evaluate, in oral and written form, the qualities of theatrical productions that affect the audience response, including

- 1. directors' interpretations;
- 2. balanced production elements;
- 3. actors' ability to sustain and project believable characters; and
- 4. audience catharsis.

Aesthetics

TIV.14 The student will explain how personal criteria is applied to personal performance.

TIV.15 The student will discuss in writing the application of personal criteria for making aesthetic judgments in theatrical works.

TIV.16 The student will study, analyze, interpret, and relate the aesthetic qualities of other theatrical works to personal work.

TIV.17 The student will justify personal perceptions of a director's vision of the playwright's intent.

THEATRE ARTS STANDARDS OF LEARNING

REVISION JUSTIFICATION

Middle School: Exploratory Dramatics

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
M.1	✓										
M.2		✓							✓		
M.3	✓										
M.4	✓										
M.5	✓										
M.6	✓										
M.7		✓							✓		
M.8		✓					✓	✓	✓		
M.9	✓										
M.10	✓										
M.11		✓					✓	✓	✓		
M.12	✓										
M.13	✓										
M.14		✓					✓	✓	✓		
M.15		✓					✓	✓	✓		

THEATRE ARTS STANDARDS OF LEARNING

REVISION JUSTIFICATION

Theatre I: Introduction to Theatre

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPGRAPHICAL
TI.1	✓										
TI.2	✓										
TI.3	✓										
TI.4	✓										
TI.5		✓								✓	
TI.6	✓										
TI.7	✓										
TI.8	✓										
TI.9		✓							✓		
TI.10		✓					✓				
TI.11	✓										
TI.12		✓								✓	
TI.13	✓										
					TI.14		✓	✓			
					TI.15		✓	✓			

THEATRE ARTS STANDARDS OF LEARNING

REVISION JUSTIFICATION

Theatre II: Dramatic Literature and Theatre History

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
					TL.16		✓	✓			
TH.1		✓						✓	✓		
TH.2	✓										
TH.3		✓							✓		
TH.4		✓								✓	
TH.5		✓						✓	✓		
TH.6		✓						✓	✓		
TH.7		✓							✓		
TH.8	✓										
TH.9	✓										
TH.10	✓										
TH.11		✓						✓	✓		
TH.12		✓							✓		
TH.13		✓							✓		
TH.14		✓						✓			

Theatre II: Dramatic Literature and Theatre History

Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPGRAPHICAL
TH.15	✓										
TH.16		✓						✓	✓		
					TH.17		✓	✓			
					TH.18		✓	✓			
					TH.19		✓	✓			

DRAFT

**Visual Arts
Standards of
Learning**

**for
Virginia
Public Schools**



**Board of Education
Commonwealth of Virginia**

October 26, 2005

Visual Arts Standards of Learning

Introduction

The Visual Arts Standards of Learning identify the content and skills required as essential components of the visual arts curriculum at each grade level for Virginia's public schools. Standards are identified for kindergarten through grade eight and for four core high school courses, and are designed to be cumulative. They progress in complexity by grade level from kindergarten through the sequence of high school courses.

Throughout a student's visual arts education, specific content strands or topics are included. These strands are visual communication and production, cultural context and art history, judgment and criticism, and aesthetics. It is through the acquisition of these concepts, content, and skills that the goals for the visual arts can be realized. A comprehensive visual arts education program provides students with multiple means of expression as well as analytical skills to evaluate information that is conveyed by images and symbols.

The standards are not intended to encompass the entire curriculum for a given grade level or course nor to prescribe how the content should be taught. Teachers will consistently model appropriate use of copyrighted and royalty-protected materials. ~~Teachers~~ They are encouraged to go beyond these standards and to select instructional strategies and assessment methods appropriate for their students.

Goals

The content of the Visual Arts Standards of Learning is intended to support the following goals ~~that will enable for~~ students to:

- Select and use art media, subject matter, and symbols for expression and communication;
- Know the elements of art and the principles of design and how they are used in the visual arts;
- Solve visual arts problems with originality, flexibility, fluency, and imagination;
- Understand the relationship of the visual arts to history, culture, and other fields of knowledge;
- Use materials, methods, information, and technology in a safe and ethical manner;
- Perceive, reflect upon, and evaluate the characteristics, purposes, and merits of their work and the work of others;
- Identify, analyze, and apply criteria for making visual aesthetic judgments; ~~and~~
- Develop an aesthetic awareness and personal philosophy regarding the nature, meanings, and values in the visual arts;
- Develop an understanding and appreciation of the roles, opportunities, and careers in the visual arts and related areas; and
- Develop awareness of copyright and royalty requirements when exhibiting and producing works of art.

Strands

Visual Communication and Production

Students will develop and communicate ideas by choosing, ~~and evaluating, and creating~~ subject matter and symbols. They will develop fluency in visual, oral, and written communication using art vocabulary and concepts. Through art production, students will express ideas and feelings in two-dimensional and three-

dimensional art forms and gain respect for their own work and the work of others. Students also will demonstrate safe and ethical practices in the use of art materials, tools, techniques, and processes.

Cultural Context and Art History

Students will see the visual arts in relation to history and culture through the investigation of works of art from different times and different places. Through the study of works of art and the ~~artists-people~~ who produced them, students will learn to ~~appreciate~~ the role the visual arts play in communicating historical and cultural beliefs and ideals.

Judgment and Criticism

Students will examine works of art and make informed judgments about the works of art based on established visual arts criteria. Through the understanding of visual arts principles and processes, they will be able to use a variety of thinking frames to analyze the visual qualities and interpret the meanings of works of art. They will also employ critical evaluation skills in the production of their works of art.

Aesthetics

Students will reflect on and analyze their personal responses to the expressive and communicative qualities of works of art. They will understand that their background, knowledge, and experiences influence their perceptions, feelings, and emotions. Through the examination of issues related to the visual arts, students will draw conclusions and reflect on the nature, meaning, and value of art based on their dual roles as both creator and viewer of art. They will learn to recognize the difference between personal opinion and informed judgment when reflecting on, discussing, and responding to visual imagery.

K-12 Safety

In implementing the Visual Arts Standards of Learning, teachers must teach and students must know the rationale for safe practices and guidelines; must know how to follow safety guidelines; demonstrate appropriate classroom safety techniques; and use materials, equipment, tools, and art spaces safely while working individually and in groups. Teachers are responsible for ensuring that students know why some materials and practices are unsafe.

Safety must be given the highest priority in implementing the K-12 instructional program for visual arts. Correct and safe techniques, as well as wise selection of resources, materials, and equipment appropriate to age levels, must be carefully considered with regard to the safety precautions for every instructional activity. Safe visual arts classrooms require thorough planning, careful management, and constant monitoring of student activities. Class enrollments should not exceed the designed capacity of the room.

Teachers must be knowledgeable of the properties, use, storage, and proper disposal of all art materials that may be judged as hazardous prior to their use in an instructional activity. Art materials containing toxic substances that can cause acute or chronic health effects are prohibited from use with students in pre-kindergarten through grade six or up to twelve years of age. All hazardous art materials are required to be tested by the manufacturer and exhibit safety labeling: "Conforms to ASTM D-4236," "Conforms to ASTM Practice D-4236," or "Conforms to the health requirements of ASTM D-4236."

Toxic materials can be more harmful to children than to adults. Since children are still growing and developing, their bodies can more readily absorb toxic materials that can cause more damage than in adults. Since children are smaller, an amount of a toxic material would be more concentrated than in an adult's body. Children are also at higher risk because of their behavior. Children may not understand why it is important to

be careful when using harmful materials. Also, some young children may put things in their mouths or swallow them. Toxic materials can enter the body in three different ways: inhalation, ingestion, or through the skin. If toxic material does enter the child's body, it can result in an acute illness, chronic illness, cancer, allergic reaction, or death.

While no comprehensive list exists to cover all situations, the following guidelines from The Center for Safety in the Arts should be reviewed to avoid potential safety problems.

1. Avoid certain materials from student's art supplies for students in pre-kindergarten through grade six or up to twelve years of age. The general rules are listed below:
 - no dust or powders;
 - no chemical solvents or solvent-containing products;
 - no aerosol spray cans, air brushes, ~~and so forth or other propellants~~;
 - no acids, alkalis, bleaches, or other corrosive chemicals;
 - no donated or found materials unless ingredients are known;
 - no old materials—they may be more toxic and have inadequate labeling; and
 - no lead, metals, or cadmium products – these can be found in paints, glazes, metal work, and stained glass.Substitution of nontoxic materials for hazardous materials should be made a priority where feasible with students over twelve years of age.
2. Treat high-risk students with special care and attention. Students who are physically or mentally disabled are at greater than normal risk from toxic materials. High-risk children include those who have visual or hearing problems, physical disabilities, asthma, take medication, or are emotionally disturbed. These high-risk students need special attention when using potentially harmful art supplies.
3. Make sure products are adequately labeled. Do not use any product that does not have a label or has a label that gives inadequate information. In general, the more the label describes the product, the easier it will be to use safely. The label should state how the product is to be used. It should also state what to do in case of an accident. Even if the label says "nontoxic," do not assume that it is completely safe. Art materials must contain one of the three ASTM-D 4236 labels listed above for assurance that they are safe products. If containers are changed, be sure to label the new container.
4. Purchase products in small containers. Smaller amounts of a product mean less exposure to the product. Also, larger amounts often are not ~~readily used up quickly depleted~~. Leftover products need to be properly stored. Accidental poisonings may occur when stored products are left unattended. If such an accident should occur, call the local poison control center immediately.

Arts educators are responsible for the art materials they order and the safe use of those materials. Numerous safe art materials are available for use in place of materials identified as being toxic. Only art materials manufactured and labeled for use in the production of art projects and activities should be used in the execution of art projects within the classroom. Art materials containing toxic substances that can cause acute or chronic health effects are prohibited from use with students up to twelve years of age. Teachers of students twelve years of age or older should avoid the use of toxic hazardous art materials.

Kindergarten

The standards for kindergarten serve as building blocks for further visual arts instruction. The standards place emphasis on cognitive, affective, sensory, and motor development using a problem-solving approach. Students will learn that art is a personal expression, has value, teaches about other times and places, and connects in important ways to other areas of learning. Students will understand that their works of art are unique and valuable as self-expressions.

Visual Communication and Production

- K.1 The student will create works of art that represent personal solutions to art problems.
- K.2 The student will demonstrate self-expression through creation of works of art.
- K.3 The student will identify and use
 - 1. colors—red, blue, yellow, green, orange, violet, brown, black, and white;
 - 2. textures—sight and touch;
 - 3. line and line characteristics—straight/curved, thick/thin, long/short, vertical/horizontal, and diagonal;
 - 4. shape—circle, square, triangle, rectangle, and oval; and
 - 5. patterns—natural and man-made.
- K.4 The student will create a work of art that commemorates a personal or historical event.
- K.5 The student will make a work of art that depicts a specific animal or plant.
- K.6 The student will create a self-portrait.
- K.7 The student will identify objects within the environment that occupy space.
- K.8 The student will identify spatial relationships—left, right, top, bottom, side, center, front, back, over, and under.
- K.9 The student will describe the sequence of steps in the making of a work of art.
- K.10 The student will ~~manipulate~~ use three-dimensional art materials to demonstrate motor skills by pinching, pulling, squeezing, twisting, pounding, and rolling.
- K.11 The student will use two-dimensional art materials to demonstrate motor skills in painting, pasting, gluing, folding, cutting, modeling, printing, and stamping.

Cultural Context and Art History

- K.12 The student will identify people who make art as artists (e.g., painters, sculptors, printmakers, architects, graphic designers).
- K.13 The student will identify the purposes for creating works of art.
- K.14 The student will discuss the concept that all cultures create works of art.

Judgment and Criticism

- K.15 The student will look at, describe, and respond to works of art.
- K.16 The student will classify objects in the environment by using art vocabulary (e.g., color, texture, line, shape, ~~and~~ pattern).

Aesthetics

- K.17 The student will discuss and explain ideas and expressions in personal works of art.
- K.18 The student will select a preferred work of art from among others and explain why it was chosen.
- K.19 The student will discuss thoughts, experiences, and feelings expressed in works of art.

Grade One

The standards for grade one continue to emphasize that the visual arts are about ideas. Development continues in cognitive, sensory, affective, and motor domains. Standards will continue to emphasize the language of art. Art production will focus on increased communication, self-expression, and the depiction of stories and events. Students will learn that people have different responses to the visual arts.

Visual Communication and Production

- 1.1 The student will recognize and discuss various solutions to a single art problem.
- 1.2 The student will use the senses of vision, touch, and hearing as inspirations for works of art.
- 1.3 The student will identify and use
 - 1. primary colors—red, blue, and yellow;
 - 2. line and line variations—zig-zag, dotted, wavy, and spiral;
 - 3. texture—visual and tactile;
 - 4. shape—geometric and organic; and
 - 5. patterns—alternating and repeating.
- 1.4 The student will create works of art inspired by spoken and written stories and poems.
- 1.5 The student will create art from real and imaginary sources of inspiration.
- 1.6 The student will use past experiences and simulated situations as subject matter in works of art.
- 1.7 The student will demonstrate the ability to recognize size relationships.
- 1.8 The student will develop eye/hand coordination by drawing and constructing.
- 1.9 The student will observe and depict plants, animals, and people in a landscape work of art.
- 1.10 The student will demonstrate motor skills by weaving, tearing, and folding.

Cultural Context and Art History

- 1.11 The student will recognize and describe how art is an integral part of one's own culture.
- 1.12 The student will identify and describe works of art that communicate feelings, ideas, and information.
- 1.13 The student will identify American cultural symbols and events depicted in art.

Judgment and Criticism

- 1.14 The student will discuss why viewers may have different responses to works of art.
- 1.15 The student will view works of art and describe similarities and differences between them.
- ~~1.16 The student will respond orally to works of art with reference to primary colors, line, texture, shape, and pattern.~~
- 1.176 The student will describe and discuss the visual qualities and content of works of art using an art vocabulary.

Aesthetics

- 1.187 The student will discuss the reasons why works of art have value.
- 1.198 The student will ~~discuss various~~ express a points of view regarding what art is and what purpose art serves.
- 1.2019 The student will describe and discuss ideas and emotions communicated in works of art.

Grade Two

The standards for grade two focus on the acquisition of a reservoir of ideas for art making. Students will acquire ideas from their own experiences, their school, their communities, the environment, and the art of other cultures. Students will express these ideas using an increasing variety of art materials, skills, techniques, and processes.

Visual Communication and Production

- 2.1 The student will incorporate unanticipated results of art making into works of art.
- 2.2 The student will use literary sources to generate ideas for works of art.
- 2.3 The student will identify and use
 - 1. secondary colors—orange, violet, and green;
 - 2. shapes—geometric and organic;~~and~~
 - 3. three-dimensional forms—cube, cylinder, sphere, pyramid, and cone;~~;~~ and
 - 4. pattern—complex alternating and repeating.
- 2.4 The student will communicate an environmental or historical theme in a work of art.
- 2.5 The student will create a still life work of art using inanimate objects as a visual source.
- 2.6 The student will depict objects in proportion within a work of art.
- 2.7 The student will collaborate with others to create a work of art.
- 2.8 The student will identify and use a variety of sources for art ideas, including nature, people, images, imagination, and resource materials.
- 2.9 The student will create a three-dimensional work of art.
- 2.10 The student will create a work of art by manipulating clay.

Cultural Context and Art History

- 2.11 The student will compare the art, artifacts, and architecture of other cultures with that of their own.
- 2.12 The student will identify symbols that various cultures use to represent common themes.
- 2.13 The student will identify art from other cultures, including Ancient Egypt, Ancient China, and American Indians (First Americans).

Judgment and Criticism

- 2.14 The student will express opinions with supporting statements regarding works of art.
- 2.15 The student will categorize works of art by subject matter, including portrait, landscape, and still life.
- 2.16 The student will distinguish between natural objects and objects made by man in the environment.

Aesthetics

- 2.17 The student will discuss local public art and its value to the community.
- 2.18 The student will describe the meanings and feelings evoked by works of art.
- 2.19 The student will discuss the ways that the art of a culture reflects its people's attitudes and beliefs.

Grade Three

The standards for grade three emphasize learning through inquiry. Students will examine aspects of the artistic process: idea generation, problem solving, and self-assessment. Students will investigate the integral role of art and architecture within ancient cultures. Students will combine knowledge of ancient art and architecture, effective artistic processes and skills, and a variety of ideas to produce works of art.

Visual Communication and Production

- 3.1 The student will identify innovative solutions used by artists to solve visual problems.
- 3.2 The student will use various art processes and techniques to produce works of art.
- 3.3 The student will develop art ideas from alternative sources, including print, non-print, and technology.
- 3.4 The student will identify and use
 - 1. intermediate colors;
 - 2. warm and cool colors;
 - 3. positive and negative space;
 - 4. balance—symmetry and asymmetry;~~and~~
 - 5. pattern—extend the sequential structure using motifs; and
 - 6. contrast.
- 3.5 The student will compare and contrast organic and geometric shapes in works of art.
- 3.6 The student will create a work of art based upon interpretation of sensory experiences.
- 3.7 The student will create a functional ~~work of art~~ object that reflects the contributions of Greco-Roman civilizations as found in artifacts.
- 3.8 The student will create the illusion of depth on a two-dimensional surface using overlapping, size variation, and placement in the picture plane.
- 3.9 The student will identify and use foreground, middle ground, and background in two-dimensional works of art.
- 3.10 The student will identify architectural forms that are variations of the cube, cylinder, sphere, pyramid, and cone.
- 3.11 The student will produce a work of art that communicates feelings.
- 3.12 The student will create a work of art in clay using the coil-building process.

Cultural Context and Art History

- 3.13 The student will discuss how history, culture, and the visual arts influence each other.
- 3.14 The student will identify distinguishing characteristics of landscape, seascape, and cityscape.
- 3.15 The student will compare and contrast architectural styles of ancient cultures, including Greece and Rome.
- 3.16 The student will identify and examine objects of the early West African empire of Mali.
- 3.167 The student will identify works of art that reflect times, places, and cultures.
- 3.178 The student will explain the role of archaeology in learning about the art of past cultures.

Judgment and Criticism

- 3.489 The student will discuss why works of art have been interpreted in different ways throughout history.
- 3.4920 The student will describe the problem-solving process involved in producing personal works of art using appropriate art vocabulary.
- 3.201 The student will discuss the difference between art and ~~artifacts~~ other types of objects using appropriate art vocabulary.
- 3.242 The student will categorize works of art by subject matter, including portrait, landscape, still life, and narrative.
- 3.223 The student will analyze works of art for the use of
1. rhythm;
 2. balance—symmetry and asymmetry; and
 3. spatial relationships—overlapping, size, proportion, and placement.

Aesthetics

- 3.234 The student will discuss how criteria used to value art varies from one culture to another.
- 3.245 The student will examine the relationship between beauty and function in the artifacts of a culture.
- 3.256 The student will identify common attributes in works of art produced by artists within one culture.
- 3.267 The student will develop and describe personal reasons for valuing works of art.

Grade Four

The standards for grade four continue to emphasize the elements of art and the principles of design as the basic building blocks for art appreciation and production. Students explore a range of materials and subject matter. Emphasis is on the importance of historic events and environment in Virginia from colonial times to the present. Students examine the influence of the past on contemporary culture.

Visual Communication and Production

- 4.1 The student will generate ideas for works of art through discussion.
- 4.2 The student will use thumbnail sketches to document thought processes when creating works of art.
- 4.3 The student will create a work of art that uses themes, ideas, and art forms from the past.
- 4.4 The student will identify and use the characteristics of color, including hue, tint, shade, and intensity.
- 4.5 The student will identify and use variety, repetition, and unity in a work of art.
- 4.6 The student will identify and use a variety of lines in a work of art.
- 4.7 The student will describe and use hand-building techniques, including the slab method to make a ceramic work of art.
- 4.8 The student will identify positive and negative space in works of art.
- 4.9 The student will use contour drawing, perspective drawing, and shading techniques to create a work of art that depicts a three-dimensional object on a two-dimensional surface.
- 4.10 The student will create an abstraction based upon an object in the environment.

Cultural Context and Art History

- 4.11 The student will compare and contrast abstract and realistic works of art.
- 4.12 The student will identify, recognize, compare, and contrast the characteristics of ~~cultural diversity~~ diverse cultures in works of contemporary art.
- 4.13 The student will identify the influences of ancient cultures on Early American architecture.
- 4.14 The student will evaluate the importance of arts, crafts, and artists in the fulfillment of basic human needs in Colonial Virginia.
- 4.15 The student will use research tools and procedures to investigate artists and their work.

Judgment and Criticism

- 4.16 The student will analyze works of art based on visual properties.
- 4.17 The student will distinguish among abstract, representational, and nonrepresentational works of art.
- 4.18 The student will identify and investigate ways that works of art from popular culture reflect the past and how they influence the present.
- 4.19 The student will support the selection of a work of art using appropriate art vocabulary.
- 4.20 The student will categorize works of art by subject matter, including portrait, landscape, still life, narrative, and genre.

Aesthetics

- 4.21 The student will discuss how personal beliefs influence responses to works of art.
- 4.22 The student will formulate questions about works of art from past or present cultures.
- 4.23 The student will select a preferred work of art from among others and defend the choice using appropriate art vocabulary.

Grade Five

The standards for grade five enable students to use their knowledge and skills to synthesize information, thus allowing them to produce and respond to works of art. Emphasis is on communication of personal values and beliefs in art appreciation and production. Study relates to art produced by cultures from Pre-Columbian times to 1877. Students gain fluency in the use and understanding of the elements of art and the principles of design as they relate to artistic expression and communication.

Visual Communication and Production

- 5.1 The student will synthesize information to produce works of art.
- 5.2 The student will use the primary colors and black and white to mix a variety of hues, tints, and shades to create a work of art.
- 5.3 The student will use the elements of art: line, shape, form, color, value, texture, and space to express ideas, images, and emotions.
- 5.4 The student will create repeating patterns using translation (slide), reflection (flip), and rotation (turn).
- 5.5 The student will use the principles of design to express ideas and create images, including proportion, rhythm, balance, emphasis, variety, contrast, and unity.
- 5.46 The student will develop ideas for works of art by conducting research, making preliminary sketches, and constructing models.
- 5.57 The student will collaborate with others to produce a work of art that characterizes a historical time period.
- 5.68 The student will defend a position regarding a historical or contemporary issue through the production of a work of art.
- 5.79 The student will demonstrate an understanding of symbolic meanings by incorporating symbols in a work of art.
- 5.810 The student will use linear perspective in a work of art.
- 5.911 The student will emphasize spatial relationships in works of art.
- 5.102 The student will use art materials experimentally in expressive works of art.
- 5.143 The student will use a computer to produce a work of art.
- 5.124 The student will use three-dimensional art media to create a sculpture in the round, high relief, or bas-relief.

- 5.135 The student will describe the changes that occur in clay during the ceramic process, including plastic, leatherhard, greenware, bisque, and glazeware.
- 5.146 The student will produce fiber art that reflects the qualities of the fiber art of another age, culture, or country.

Cultural Context and Art History

- 5.157 The student will compare art, architecture, and artifacts of a past culture with that of the present.
- 5.168 The student will identify the influences of historic events, subject matter, and media in works of art.
- 5.179 The student will research artists from a variety of cultures and the works of art they have produced.
- 5.1820 The student will identify and discuss how American historical events influenced works of art, with emphases on Westward Expansion and the Civil War.
- 5.1921 The student will research, compare, and contrast the art of two cultures using contemporary technology.

Judgment and Criticism

- 5.202 The student will compare and contrast art from various cultures and periods, including Pre-Columbian, African-American, Colonial American, and European using appropriate art vocabulary.
- 5.213 The student will discuss an artist's point of view based on evidence perceived in works of art.
- 5.224 The student will compare and contrast natural and constructed environments.

Aesthetics

- 5.235 The student will discuss how criteria used to value art ~~vary~~ ~~varies~~ over time within the same culture.
- 5.246 The student will describe a valued object within the culture of today in terms of aesthetic preferences.
- 5.257 The student will articulate reasons for establishing preferences among works of art using appropriate art vocabulary.

Grade Six

The standards for grade six emphasize exploration. Using the elements of art and the principles of design as a framework, students investigate a variety of experiences and concepts. Students explore various two-dimensional and three-dimensional art media using a variety of expressive and technical approaches. Students are brought to understand the factors that distinguish artistic styles that clarify the role of art in American culture. Through critical examination, students will determine how artists convey meaning through the use of forms, media, and symbols. Students will test and develop their own ideas regarding the nature of art and will encounter philosophical and ethical questions. Upon the successful completion of the visual arts standards for grade six, students will possess the skills that will allow them to evaluate the effects of various influences on the discipline of the visual arts.

Visual Communication and Production

- 6.1 The student will solve design problems using color relationships selected from the color wheel.
- 6.2 The student will use the principles of design to express ideas and create images, including proportion, rhythm, balance, emphasis, variety, and unity.
- 6.3 The student will use one-point perspective to create the illusion of depth in a two-dimensional drawing.
- 6.4 The student will depict the proportional relationships among the parts of the human body or other objects.
- 6.4~~5~~ The student will use visual memory skills to produce a work of art.
- 6.5~~6~~ The student will use appropriate art media and techniques to create both visual and tactile textures in works of art.
- 6.6~~7~~ The student will use chiaroscuro to create the illusion of form in a work of art.
- 6.7~~8~~ The student will produce a kinetic work of art.
- 6.8~~9~~ The student will utilize fantasy as a means of expression in works of art.
- 6.9~~10~~ The student will create original works of art using computer graphics and computer-generated text.

Cultural Context and Art History

- 6.10~~1~~ The student will identify the components of an artist's style, including materials, design, methods, and subject matter.
- 6.14~~2~~ The student will identify major art movements in American culture from 1877 to the present, with emphasis on relating major art movements to changes in science and technology.
- 6.12~~3~~ The student will identify the contributions of artists to society.

Judgment and Criticism

- 6.134 The student will discuss the ways that art can be persuasive.
- 6.145 The student will discuss the elements of art, the principles of design, art techniques, and art media as they influence meaning in works of two-dimensional and three-dimensional art.
- 6.156 The student will demonstrate inquiry skills and appropriate art vocabulary for
1. describing works of art;
 2. responding to works of art;
 3. interpreting works of art; and
 4. evaluating works of art.
- 6.167 The student will discuss the ideas and emotions expressed in works of art using appropriate art vocabulary.
- 6.178 The student will identify the relationship between art processes and final solutions.
- 6.189 The student will identify and examine ethical standards in the use of
1. print and digital images;
 2. materials protected by copyright; and
 3. information technology.

Aesthetics

- 6.1920 The student will respond to works of art and analyze responses in terms of cultural and visual meaning.
- 6.201 The student will generate philosophical questions regarding meanings in works of art.
- 6.212 The student will describe the manner in which the belief systems of a viewer may influence contemplation of works of art.
- 6.223 The student will explain orally and in writing, the means by which visual art evokes sensory and emotional responses.

Grade Seven

The standards for grade seven continue to emphasize exploration, analysis, and investigation of the creative process. Students develop technical skills that empower them to communicate ideas visually, with the focus on realistic representations of their environment. Students acquire knowledge that permits them to identify art styles and the periods to which they belong. In addition, they become aware of a variety of art careers that they may consider. They develop inquiry skills and vocabulary as they explore the meaning of works of art through analysis of subject matter, themes, and symbols. Students develop an increased awareness of the nature of art and of their relationship to it as they explore the meaning and value of works of art.

Visual Communication and Production

- 7.1 The student will identify and use analogous, complementary, and monochromatic color relationships in works of art.
- 7.2 The student will create the illusion of movement in two-dimensional and three-dimensional works of art.
- 7.3 The student will apply the elements of art and the principles of design in two-dimensional and three-dimensional works of art, including line, shape, form, color, value, texture, space, proportion, rhythm, balance, emphasis, variety, and unity.
- 7.4 The student will use line variations, including directionality, width, and implied line to create contrasting qualities in a composition.
- 7.5 The student will communicate information and ideas through illustration.
- 7.6 The student will create the illusion of depth in two-dimensional works of art using a variety of the following devices:
 - 1. overlapping;
 - 2. atmospheric perspective;
 - 3. diminishing size and detail; and
 - 4. object placement in the picture plane.
- 7.7 The student will create contour line drawings that demonstrate perceptual skill.
- 7.8 The student will use two-point perspective to create the illusion of depth in a two-dimensional drawing.
- 7.9 The student will create two-dimensional and three-dimensional works of art emphasizing one of the elements of art.
- 7.10 The student will create three-dimensional works of art using geometric forms.
- 7.11 The student will create works of art by representing and interpreting ideas from other fields of knowledge.

- 7.12 The student will use mechanical graphic arts instruments and devices to solve commercial design problems.
- 7.13 The student will create original works of art using computer design programs.
- 7.14 The student will use problem-solving skills to create a work of art that communicates ideas or emotions.

Cultural Context and Art History

- 7.15 The student will identify styles and themes in works of art from historical times and places.
- 7.16 The student will compare and contrast the characteristics of public art and monuments.
- 7.17 The student will compare various art careers and the methods of preparing for them.

Judgment and Criticism

- 7.18 The student will identify and examine the uses and impact of persuasive techniques in print and electronic media.
- 7.19 The student will explore and identify subjects, themes, and symbols as they relate to meaning in works of art.
- 7.20 The student will identify and examine criteria for judging works of art.
- 7.21 The student will identify and examine ethical and legal considerations in the use of appropriated images and information.
- 7.22 The student will analyze, interpret, and judge works of art based on the organization and manipulation of the elements of art and the principles of design using appropriate art vocabulary.
- 7.23 The student will compare and contrast the life experiences depicted in works of art from other cultures with personal experiences.
- 7.24 The student will identify the processes artists use to create works of art by analyzing rough sketches, drafts, and series.

Aesthetics

- 7.25 The student will analyze and describe how factors of time and place influence visual characteristics that give meaning and value to a work of art.
- 7.26 The student will generate questions and possible answers to questions about works of art.
- 7.27 The student will describe ways that social and cultural beliefs can influence responses to works of art.
- 7.28 The student will describe personal sensory responses to the visual qualities of a work of art.

Grade Eight

The standards in grade eight focus on the synthesis and application of previously learned concepts. Using traditional and emerging technologies, students are able to apply more complex technical skills as they manipulate the elements of art and the principles of design, art media, and ideas. Students acquire art skills that enable them to make conscious choices of media and techniques for expressive purposes. Students produce works of art that are developed from preliminary ideas and sketches. They compare and contrast art from different world cultures and investigate how context can influence meaning. Students debate the purposes of art, formulate reasoned responses to meaningful art questions, develop their own criteria for making art judgments, and develop a personal aesthetic. The acquisition of these skills enables students to develop a world view, placing the discipline of art within a broader context, and relating it to other fields of knowledge.

Visual Communication and Production

- 8.1 The student will create works of art that emphasize specific formal color relationships.
- 8.2 The student will further expand and develop the use of the elements of art and the principles of design.
- 8.3 The student will use aerial perspective to create the illusion of depth in a two-dimensional drawing.
- 8.4 The student will use multiple-point perspective to create the illusion of depth in a two-dimensional drawing.
- 8.5 The student will use line to create value in a work of art.
- 8.6 The student will create three-dimensional works of art using a variety of themes and processes.
- 8.7 The student will identify and analyze the uses of typography in graphic arts.
- 8.8 The student will demonstrate skill in combining text and imagery using computer technology.
- 8.9 The student will create and maintain an art portfolio.
- 8.10 The student will apply ethical procedures in the execution of works of art.

Cultural Context and Art History

- 8.11 The student will identify and analyze art and architecture from various world cultures, periods, or civilizations by styles, symbolism, and technological impact.
- 8.12 The student will describe and place a variety of works in historical and cultural contexts.
- 8.13 The student will identify the role of artists in mass media (e.g., graphic artist, animator, videographer, photographer, advertising artist).

- 8.14 The student will identify ~~major art movements and influential artists according to geography, culture, and historical period~~ and categorize works of art according to medium, period, style, and artist.

Judgment and Criticism

- 8.15 The student will analyze the effect the elements of art and the principles of design have on the communication of ideas.
- 8.16 The student will investigate and discuss the use of social, cultural, and historical context as they contribute to meaning in a work of art.
- 8.17 The student will communicate how personal experiences influence critical judgments about works of art.
- 8.18 The student will critique personal work and the work of others in oral and written form using appropriate art vocabulary.
- 8.19 The student will provide evidence of the critical and artistic processes used to achieve final art solutions in personal works of art by documenting preparation, rough drafts, and final solutions.

Aesthetics

- 8.20 The student will discuss and analyze the purposes, values, and meanings of works of art.
- 8.21 The student will formulate and respond to meaningful questions about works of art based upon observations and interpretations.
- 8.22 The student will describe personal sensory responses to the visual qualities of a work of art using appropriate art vocabulary.

Art I: Art Foundations

The standards for Art I: Art Foundations emphasize the development of abilities to recognize visual arts content, concepts, and skills to create, discuss, and understand original works of art. The standards represent a thematic approach to visual communication and production, cultural context and art history, judgment and criticism, and aesthetics through which students will develop understanding and appreciation for the visual arts. Students will maintain a portfolio documenting their accomplishments. Students will select representative work to take to the next level of study. By the time students complete Art IV, the culminating portfolio will demonstrate quality, breadth of experience, technical skill, concentration, and growth over time.

Visual Communication and Production

- AI.1 The student will maintain a sketchbook/journal of ideas and writings to use as a resource and planning tool.
- AI.2 The student will select representative works of art for a portfolio.
- AI.3 The student will produce works of art that demonstrate the experimental application of the elements of art and the principles of design.
- AI.4 The student will recognize and identify technological developments in the visual arts.
- AI.5 The student will demonstrate the use of technology and electronic media as artistic tools.
- AI.6 The student will produce works of art that demonstrate an understanding of two-dimensional and three-dimensional art media with emphases on drawing, painting, and sculpture.
- AI.7 The student will use a variety of subject matter and symbols to express ideas in works of art.
- AI.8 The student will create crafted works of art that are original and represent personal expression.
- AI.9 The student will define and practice ethical procedures when producing works of art.
- AI.10 The student will demonstrate skill in preparing and displaying works of art.
- ~~AI.11 The student will investigate a wide range of careers in the visual arts.~~

Cultural Context and Art History

- AI.11 The student will describe and discuss various art-related careers (e.g., art historian, art critic, museum educator, curator, art educators).
- AI.12 The student will describe connections between media, elements of art, principles of design, themes, and concepts through historical and contemporary art.
- AI.13 The student will describe works of art using appropriate art vocabulary.

- AI.14 The student will identify ~~and categorize works of art according to medium, period, style, and artist~~ major art movements and influential artists according to geography, culture, and historical period.
- AI.15 The student will identify features of a work of art that influence meaning, including media, subject matter, and formal choices.
- AI.16 The student will describe the role of mass media in influencing preference, perception, and communication.
- AI.17 The student will describe and analyze the function, purpose, and perceived meanings of specific works of art studied.
- AI.18 The student will identify and examine symbols in works of art and discuss possible reasons for their use.

Judgment and Criticism

- AI.19 The student will employ critical evaluation skills and use appropriate art vocabulary when evaluating and interpreting works of art.
- AI.20 The student will critique works of art with reference to the elements of art and the principles of design.
- AI.21 The student will analyze an original work of art by describing, responding, analyzing, interpreting, and judging or evaluating.
- AI.22 The student will differentiate between personal preference and informed judgment when discussing works of art.
- AI.23 The student will use established criteria to participate in critiques.
- AI.24 The student will describe criteria affecting quality in a work of art, including concept, composition, technical skills, realization of perceived intentions, and the work of art as a whole.
- AI.25 The student will classify works of art as representational, abstract, nonobjective, and conceptual.

Aesthetics

- AI.26 The student will discuss how aesthetics are reflected in everyday life.
- AI.27 The student will discuss ways that aesthetic responses to works of art differ from judgments.
- AI.28 The student will demonstrate in writing the ability to support personal criteria for making visual aesthetic judgments.
- AI.29 The student will discuss current problems and issues of the art world.
- AI.30 The student will study and describe the aesthetic properties found in works of art.

- AI.31 The student will speculate on the intentions and choices of those who created a work of art.
- AI.32 The student will discuss art from a variety of aesthetic stances, including formalism, expressionism, contextualism, and imitationalism.

Art II: Intermediate

The standards for Art II: Intermediate extend and refine abilities to investigate and respond to the visual arts. The standards emphasize the importance of content, concepts, and skills involved in the creation of original works of art. The standards introduce a chronological approach to visual communication and production, cultural context and art history, judgment and criticism, and aesthetics that enhance student understanding of the ways in which art functions within a multicultural society. Students will continue to maintain a portfolio and select representative work to take to the next level of study.

Visual Communication and Production

- AII.1 The student will expand the use of a sketchbook/journal by adding preliminary sketches, finished drawings, critical writings, and class notes.
- AII.2 The student will demonstrate the ability to evaluate and select works of art for an expanded portfolio.
- AII.3 The student will demonstrate effective use of the elements of art and the principles of design in a variety of art media.
- AII.4 The student will use technology to create and manipulate images.
- AII.5 The student will demonstrate proficiency and craftsmanship in the use of an expanded range of art media.
- AII.6 The student will use historical subject matter and symbols as inspiration to produce works of art.
- AII.7 The student will employ the visual problem-solving process in the production of original works of art.
- AII.8 The student will adhere to ethical procedures when producing works of art.
- AII.9 The student will select and prepare both two-dimensional and three-dimensional works of art for display.
- AII.10 The student will identify characteristics of works of art that are presented as a series or sequence.
- ~~AII.11 The student will identify artists and visual arts resources within the community.~~
- ~~AII.12 The student will demonstrate an understanding of an art career through oral or written communication.~~

Cultural Context and Art History

- AII.11 The student will identify artists and visual arts resources within the community.
- AII.12 The student will demonstrate an understanding of an art career through oral or written communication.

- AII.13 The student will identify works of art and artistic developments that relate to historical time periods and locations.
- AII.14 The student will discuss or write about art history using an expanded art vocabulary.
- AII.15 The student will identify and examine works of art in their historical context and relate them to historical events.
- AII.16 The student will describe distinguishing features in works of art ~~which~~that may be used to differentiate among a variety of historical periods and cultural contexts.
- AII.17 The student will examine and discuss societal conditions that influence works of art.
- AII.18 The student will identify ~~and analyze~~ the function and interpret the meaning of a work of art or an artifact in its original context.
- AII.19 The student will describe symbols present in works of art in relation to historical meaning.

Judgment and Criticism

- AII.20 The student will describe, analyze, interpret, and judge works of art using an expanded art vocabulary.
- AII.21 The student will use an expanded art vocabulary to assess personal works of art in terms of effectiveness in the communication of ideas.
- AII.22 The student will demonstrate orally and in writing, the ability to interpret and compare historical references found in original works of art.
- AII.23 The student will identify and analyze characteristics of works of art that represent a variety of styles.
- AII.24 The student will participate in class critiques and criticisms based on one or more established models (e.g., Feldman, Broudy, Barrett).
- AII.25 The student will describe how the perception of quality in works of art has changed over time.

Aesthetics

- AII.26 The student will examine, compare, and contrast aesthetic ideals throughout history.
- AII.27 The student will discuss how responses to the natural environment differ from responses to the man-made or constructed environment.
- AII.28 The student will demonstrate the ability to reflect on and analyze personal responses to works of art and artifacts.
- AII.29 The student will support opinions by reasoned processes using an expanded art vocabulary.
- AII.30 The student will describe, refine, and organize personal ideas about the aesthetic qualities of a work of art.

- AII.31 The student will research and investigate the intentions of those who created specific works of art.
- AII.32 The student will investigate and demonstrate that art can be viewed from a variety of aesthetic stances.

Art III: Advanced Intermediate

The standards for Art III: Advanced Intermediate continue the emphasis on development of abilities to organize and analyze visual arts content, concepts, and skills in creating works of art. The focus on art history, critical evaluation, and aesthetics is increased, and includes cultural and stylistic issues and creative problem solving. Study at this level affords students the opportunity to develop a personal direction in the production of their works of art or to further academic study in the visual arts. Selected works of art and other products will be added to the portfolio and carried forward to the next level of study.

Visual Communication and Production

- AIII.1 The student will maintain a sketchbook/journal that demonstrates research, fluency of ideas, concepts, media, and processes.
- AIII.2 The student will maintain a portfolio that demonstrates the ability to select work objectively, based on technical skill, personal style, direction, and intended purpose by
 - 1. developing an area of concentration; and
 - 2. editing and updating the portfolio to take to Art IV.
- AIII.3 The student will produce works of art that integrate a consistent knowledge of the elements of art and the principles of design.
- AIII.4 The student will use technology to create works of art that integrate electronic and traditional media.
- AIII.5 The student will develop a series or sequence of related works of art.
- AIII.6 The student will develop skill, confidence, and craftsmanship in the use of media, techniques, and processes to achieve desired intentions in works of art.
- AIII.7 The student will use knowledge of art styles, movements, and cultures as inspiration to produce works of art.
- AIII.8 The student will demonstrate initiative, originality, fluency, commitment to tasks, and openness to new ideas in the creation of works of art.
- AIII.9 The student will maintain a high-level of integrity in ethical procedures when producing works of art.
- AIII.10 The student will present and display works of art as part of the artistic process by
 - 1. selecting;
 - 2. preparing for display;
 - 3. presenting the exhibition; and
 - 4. participating in a group assessment of the exhibition.
- ~~AIII.11 The student will analyze a selected career opportunity in art, identifying the training, skills, and plan of action necessary for realizing such a professional art goal.~~

Cultural Context and Art History

- AIII.11 The student will analyze a selected career opportunity in art, identifying the training, skills, and plan of action necessary for realizing such a professional art goal.
- AIII.12 The student will research and analyze personally influential artists, art styles, and cultures ~~related that contribute~~ to the student's developing portfolio development.
- AIII.13 The student will compare and analyze relationships between styles or cultures using an expanded art vocabulary.
- AIII.14 The student will identify the distinguishing features that place a work of art within a particular style, region, or period.
- AIII.15 The student will analyze and discuss the influences of one culture upon another.
- AIII.16 The student will describe the relationship between form and function as it relates to culture and style.
- AIII.17 The student will categorize works of art by styles and cultures.

Judgment and Criticism

- AIII.18 The student will use an expanded art vocabulary related to design, composition, aesthetic concepts, and art criticism when discussing works of art.
- AIII.19 The student will write a critique of a work of art assuming the point of view of one of the following aesthetic stances: formalist, imitationalist, expressionist, or contextualist.
- AIII.20 The student will compare and defend two or more points of view regarding a work of art.
- AIII.21 The student will participate in developing criteria for a class critique.
- AIII.22 The student will analyze the attributes of a work of art in terms of its ability to evoke a viewer response and command sustained attention.

Aesthetics

- AIII.23 The student will analyze the changes in aesthetic sensibilities that result from the influence of one culture upon another.
- AIII.24 The student will research, compare, and contrast the aesthetic ideals of two or more artists.
- AIII.25 The student will demonstrate in writing the ability to identify, analyze, and apply criteria for making visual aesthetic judgments.
- AIII.26 The student will debate the perceived intentions of those creating works of art.
- AIII.27 The student will study, describe, analyze, and interpret the aesthetic qualities of works of art.

AIII.28 The student will defend multiple points of view regarding works of art.

AIII.29 The student will describe the effects that works of art have on groups, individuals, and cultures.

Art IV: Advanced

The standards for Art IV: Advanced Art reinforce competence and confidence in skills of analysis, evaluation, and creation of works of art. Content and concepts associated with art criticism and aesthetics are central to the refinement of art production skills, and the student-directed approach at this level richly enhances personal expressive abilities. Visual communication and production, cultural context and art history, judgment and criticism, and aesthetics remain the foundation areas of the standards, and an advanced level of performance in each is necessary. The students will continue to maintain a portfolio, and the culminating portfolio must give evidence of quality, concentration, and breadth of work produced throughout the high school art program.

Visual Communication and Production

- AIV.1 The student will maintain a self-directed sketchbook/journal demonstrating independent research directly related to studio work.
- AIV.2 The student will demonstrate mastery through a culminating portfolio that exhibits quality, concentration, breadth of experience, technical skill, and development over time in the following areas:
1. works of art that exhibit an understanding of human ~~anatomy~~ proportion, composition, and spatial relationships;
 2. a comprehensive concentration that exhibits in-depth grasp of composition, technical skill, and personal style; and
 3. examples of two-dimensional and three-dimensional works extensive enough to show a knowledge of space, form, and function throughout the portfolio.
- AIV.3 The student will ~~consistently~~ demonstrate an advanced level of knowledge of the elements of art and the principles of design in works of art.
- AIV.4 The student will select and use appropriate technology and electronic media for personal expressive works of art.
- AIV.5 The student will demonstrate confidence, sensitivity, and advanced skill in applying media, techniques, processes, and craftsmanship to achieve desired intentions in works of art.
- AIV.6 The student will select among a range of subject matter, symbols, meaningful images, and media to ~~consistently~~ communicate personal expression.
- AIV.7 The student will use experimental techniques to reflect a personal, creative, and original problem-solving approach.
- AIV.8 The student will demonstrate personal responsibility and integrity for ethical procedures including copyright laws when producing works of art.
- AIV.9 The student will present and display works of art as part of the artistic process by
1. selecting works of art for display;
 2. preparing for display;

3. publicizing the exhibition;
4. presenting the exhibition; and
5. completing a self-evaluation of the exhibition.

AIV.10 The student will refine a series or sequence of related works.

~~AIV.11 The student will evaluate careers in the visual arts in relation to personal skills, art aptitudes, and interests.~~

Cultural Context and Art History

AIV.11 The student will evaluate careers in the visual arts in relation to personal skills, art aptitudes, and interests.

AIV.12 The student will select, research, and analyze artists and works of art related to personal areas of concentration in art.

AIV.13 The student will use an extensive, high-level art vocabulary to analyze, evaluate, and interpret work of selected artists.

AIV.14 The student will describe where, when, and by whom specific works of art were created.

AIV.15 The student will compare and analyze perceived relationships between the features in works of selected artists and personal works of art.

AIV.16 The student will identify the influences of selected artists on society and culture.

AIV.17 The student will justify choices and influences from art history reflected in personal works of art.

AIV.18 The student will discuss how the function and intended meaning of personal work is a reflection of contemporary culture.

AIV.19 The student will develop personal symbols and incorporate them in works of art.

Judgment and Criticism

AIV.20 The student will ~~consistently~~ use an extensive, high-level art vocabulary related to design, composition, aesthetic concepts, and art criticism when discussing works of art.

AIV.21 The student will write a personal critique of a current art exhibition.

AIV.22 The student will identify, analyze, and apply a variety of criteria for making visual judgments.

AIV.23 The student will demonstrate the ability to conduct an effective critique.

AIV.24 The student will critically view the quality and expressive form of works of art as a source of inspiration and insight and potential contribution to personal works of art.

Aesthetics

- AIV.25 The student will explain how experiences and values affect aesthetic responses to works of art.
- AIV.26 The student will discuss in writing the application of criteria for making visual aesthetic judgments to personal works of art.
- AIV.27 The student will analyze and discuss relationships between works of art in terms of opposing aesthetic views.
- AIV.28 The student will study, analyze, interpret, and relate the aesthetic qualities of other works of art to personal work.
- AIV.29 The student will justify personal perceptions of an artist's intent through visual clues and research.
- AIV.30 The student will discuss in writing the impact of contemporary art on the development of a personal style.

VISUAL ARTS STANDARDS OF LEARNING

REVISION JUSTIFICATION

Kindergarten

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
K.1	✓										
K.2	✓										
K.3	✓										
K.4	✓										
K.5	✓										
K.6	✓										
K.7	✓										
K.8	✓										
K.9	✓										
K.10		✓							✓		
K.11		✓							✓		
K.12	✓										
K.13	✓										
K.14	✓										
K.15	✓										

Kindergarten

Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
K.16		✓							✓		
K.17	✓										
K.18	✓										
K.19	✓										

VISUAL ARTS STANDARDS OF LEARNING

REVISION JUSTIFICATION

Grade One

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
1.1	✓										
1.2	✓										
1.3	✓										
1.4	✓										
1.5	✓										
1.6	✓										
1.7	✓										
1.8	✓										
1.9	✓										
1.10	✓										
1.11	✓										
1.12	✓										
1.13	✓										
1.14	✓										
1.15	✓										

Grade One

Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
1.16		✓		✓							
1.17		✓	1.16				✓	✓	✓		
1.18	✓		1.17								
1.19		✓	1.18				✓	✓	✓		
1.20	✓		1.19								

VISUAL ARTS STANDARDS OF LEARNING

REVISION JUSTIFICATION

Grade Two

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
2.1	✓										
2.2	✓										
2.3		✓					✓	✓	✓		
2.4	✓										
2.5	✓										
2.6	✓										
2.7	✓										
2.8	✓										
2.9	✓										
2.10	✓										
2.11	✓										
2.12	✓										
2.13		✓				✓					
2.14	✓										
2.15	✓										

Grade Two

Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
2.16	✓										
2.17	✓										
2.18	✓										
2.19	✓										

VISUAL ARTS STANDARDS OF LEARNING

REVISION JUSTIFICATION

Grade Three

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
3.1	✓										
3.2	✓										
3.3	✓										
3.4		✓					✓	✓	✓		
3.5	✓										
3.6	✓										
3.7		✓				✓					
3.8	✓										
3.9	✓										
3.10	✓										
3.11	✓										
3.12	✓										
3.13	✓										
3.14	✓										
3.15	✓										

Grade Three

Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
					3.16	✓	✓	✓	✓		
3.16	✓		3.17								
3.17	✓		3.18								
3.18	✓		3.19								
3.19	✓		3.20								
3.20		✓	3.21			✓					
3.21	✓		3.22								
3.22	✓		3.23								
3.23	✓		3.24								
3.24	✓		3.25								
3.25	✓		3.26								
3.26	✓		3.27								

VISUAL ARTS STANDARDS OF LEARNING REVISION JUSTIFICATION

Grade Four

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
4.1	✓										
4.2	✓										
4.4	✓										
4.4	✓										
4.5	✓										
4.6	✓										
4.7	✓										
4.8	✓										
4.9	✓										
4.10	✓										
4.11	✓										
4.12		✓					✓	✓	✓		
4.13	✓										
4.14	✓										
4.15	✓										

Grade Four
Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
4.16	✓										
4.17	✓										
4.18	✓										
4.19	✓										
4.20	✓										
4.21	✓										
4.22	✓										
4.23	✓										

VISUAL ARTS STANDARDS OF LEARNING

REVISION JUSTIFICATION

Grade Five

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
5.1	✓										
5.2	✓										
5.3	✓										
					5.4		✓	✓			
					5.5		✓	✓			
5.4	✓		5.6								
5.5	✓		5.7								
5.6	✓		5.8								
5.7	✓		5.9								
5.8	✓		5.10								
5.9	✓		5.11								
5.10	✓		5.12								
5.11	✓		5.13								
5.12	✓		5.14								
5.13	✓		5.15								

Grade Five

Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
5.14	✓		5.16								
5.15	✓		5.17								
5.16	✓		5.18								
5.17	✓		5.19								
5.18	✓		5.20								
5.19	✓		5.21								
5.20	✓		5.22								
5.21	✓		5.23								
5.22	✓		5.24								
5.23		✓	5.25							✓	
5.24	✓		5.26								
5.25	✓		5.27								

VISUAL ARTS STANDARDS OF LEARNING

REVISION JUSTIFICATION

Grade Six

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
6.1	✓										
6.2	✓										
6.3	✓										
					6.4		✓	✓			
6.4	✓		6.5								
6.5	✓		6.6								
6.6	✓		6.7								
6.7	✓		6.8								
6.8	✓		6.9								
6.9	✓		6.10								
6.10	✓		6.11								
6.11	✓		6.12								
6.12	✓		6.13								
6.13	✓		6.14								
6.14	✓		6.15								

Grade Six

Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
6.15	✓		6.16								
6.16	✓		6.17								
6.17	✓		6.18								
6.18	✓		6.19								
6.19	✓		6.20								
6.20	✓		6.21								
6.21	✓		6.22								
6.22	✓		6.23								

VISUAL ARTS STANDARDS OF LEARNING

REVISION JUSTIFICATION

Grade Seven

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
7.1	✓										
7.2	✓										
7.3	✓										
7.4	✓										
7.5	✓										
7.6	✓										
7.7	✓										
7.8	✓										
7.9	✓										
7.10	✓										
7.11	✓										
7.12	✓										
7.13	✓										
7.14	✓										
7.15	✓										

Grade Seven

Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
7.16	✓										
7.17	✓										
7.18	✓										
7.19	✓										
7.20	✓										
7.21	✓										
7.22	✓										
7.23	✓										
7.24	✓										
7.25	✓										
7.26	✓										
7.27	✓										
7.28	✓										

VISUAL ARTS STANDARDS OF LEARNING

REVISION JUSTIFICATION

Grade Eight

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
8.1	✓										
8.2	✓										
8.3	✓										
8.4	✓										
8.5	✓										
8.6	✓										
8.7	✓										
8.8	✓										
8.9	✓										
8.10	✓										
8.11	✓										
8.12	✓										
8.13		✓						✓	✓		
8.14		✓					✓	✓	✓		
8.15	✓										

Grade Eight

Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
8.16	✓										
8.17	✓										
8.18	✓										
8.19	✓										
8.20	✓										
8.21	✓										
8.22	✓										

VISUAL ARTS STANDARDS OF LEARNING

REVISION JUSTIFICATION

Art I: Art Foundations

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
AI.1	✓										
AI.2	✓										
AI.3	✓										
AI.4	✓										
AI.5	✓										
AI.6	✓										
AI.7	✓										
AI.8		✓						✓	✓		
AI.9	✓										
AI.10	✓										
AI.11		✓		✓							
					AI.11		✓	✓			
AI.12	✓										
AI.13	✓										
AI.14		✓							✓		

Art I: Art Foundations

Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
AI.15	✓										
AI.16	✓										
AI.17		✓					✓	✓			
AI.18	✓										
AI.19	✓										
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AI.22	✓										
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AI.24	✓										
AI.25	✓										
AI.26	✓										
AI.27	✓										
AI.28	✓										
AI.29	✓										
AI.30	✓										

Art I: Art Foundations

Page 3

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
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AI.31	✓										
AI.32	✓										

VISUAL ARTS STANDARDS OF LEARNING

REVISION JUSTIFICATION

Art II: Intermediate

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
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AII.2	✓										
AII.3	✓										
AII.4	✓										
AII.5		✓				✓	✓	✓			
AII.6	✓										
AII.7	✓										
AII.8	✓										
AII.9	✓										
AII.10	✓										
AII.11		✓		✓							
					AII.11		✓	✓			
AII.12		✓		✓							
					AII.12		✓	✓			
AII.13	✓										

Art II: Immediate

Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
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AII.22	✓										
AII.23	✓										
AII.24	✓										
AII.25	✓										
AII.26	✓										
AII.27	✓										
AII.28	✓										
AII.29	✓										

Art II: Immediate

Page 3

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
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AIL.30	✓										
AIL.31	✓										
AIL.32	✓										

VISUAL ARTS STANDARDS OF LEARNING

REVISION JUSTIFICATION

Art III: Advanced Intermediate

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
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AIII.6	✓										
AIII.7	✓										
AIII.8	✓										
AIII.9	✓										
AIII.10	✓										
AIII.11		✓		✓							
					AIII.11		✓	✓			
AIII.12		✓					✓	✓			
AIII.13	✓										
AIII.14	✓										

Art III: Advanced Immediate

Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
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AIII.20	✓										
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AIII.22	✓										
AIII.23	✓										
AIII.24	✓										
AIII.25	✓										
AIII.26	✓										
AIII.27	✓										
AIII.28	✓										
AIII.29	✓										

VISUAL ARTS STANDARDS OF LEARNING

REVISION JUSTIFICATION

Art IV: Advanced

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
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AIV.6		✓							✓		
AIV.7	✓										
AIV.8	✓										
AIV.9	✓										
AIV.10	✓										
AIV.11		✓		✓							
					AIV.11		✓	✓			
AIV.12	✓										
AIV.13	✓										
AIV.14	✓										

Art IV: Advanced

Page 2

STANDARD	REVISION		ACTION			JUSTIFICATION					
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AIV.23	✓										
AIV.24	✓										
AIV.25	✓										
AIV.26	✓										
AIV.27	✓										
AIV.28	✓										
AIV.29	✓										
AIV.30	✓										

Board of Education Agenda Item

Item: _____ I. _____

Date: October 26, 2005

Topic: First Review of Recommendation for Approval of Locally Developed and/or Selected English Language Proficiency Assessments for Limited English Proficient (LEP) Students

Presenter: Dr. Robert Triscari, Director, Assessment Development

Telephone Number: 804-225-2102 **E-Mail Address:** Robert.Triscari@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

_____ Board review required by

 X State or federal law or regulation

_____ Board of Education regulation

_____ Other: _____

 X Action requested at this meeting _____ Action requested at future meeting: _____ (date)

Previous Review/Action:

_____ No previous board review/action

_____ Previous review/action

 date _____

 action _____

Background Information:

Title I, Part A, of the *No Child Left Behind Act of 2001* requires the state to ensure that local school divisions administer an annual assessment of English language proficiency for all limited English proficient (LEP) students in kindergarten through twelfth grades. For the 2003-2004 and 2004-2005 school years, the state- approved English Language Proficiency (ELP) assessment was the Stanford English Language Proficiency (SELP) test. For the 2005-2006 school year, as outlined in Informational Superintendent's Memorandum, Number 51, dated August 26, 2005, school divisions were given flexibility to chose the SELP or submit locally developed and/or selected ELP assessments to the Virginia Department of Education for review.

Summary of Major Elements

Attached is the recommendation of the review panel for Board approval of locally developed and/or selected English Language Proficiency assessments for the 2005-2006 school year. The recommended assessments for approval meet the criteria stipulated in Informational Superintendent's Memorandum, Number 51.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the recommendations of the review panel for the locally developed and/or selected English language proficiency assessments.

Impact on Resources:

The Department of Education will continue to administer the SELP assessment for certain LEP students. The agency's existing resources can absorb this responsibility at this time.

Timetable for Further Review/Action:

None

**Locally Developed and/or Selected English Language Proficiency
Assessment Instruments
Recommended for Board Approval
2005-2006**

School Division	Grade Level(s)	English Language Proficiency Assessment Instrument	Skills Assessed	Recommended for Board Approval
Fairfax County Public Schools	Kindergarten	<i>preLAS 2000</i>	Reading, Writing, Listening, and Speaking	Yes
Fairfax County Public Schools	1-2	Developmental Reading Assessment	Reading	Yes
Fairfax County Public Schools	3-5	Qualitative Reading Inventory	Reading	Yes
Fairfax County Public Schools	6-12	Degrees of Reading Power Test	Reading	Yes
Fairfax County Public Schools	1-2, 3-5, 6-12	FCPS ESOL Writing Assessments	Writing	Yes
Fairfax County Public Schools	1-2, 3-5, 6-12	FCPS ESOL Listening Assessments	Listening	Yes
Fairfax County Public School s	1-2, 3-5, 6-12	FCPS Oral Assessments	Speaking	Yes

Board of Education Agenda Item

Item: _____ J. _____

Date: October 26, 2005

Topic: Final Review of Revisions to Remediation Recovery Guidelines

Presenter: Mrs. Shelley Loving-Ryder, Assistant Superintendent for Assessment and Reporting

Telephone Number: (804) 225-2102 E-Mail Address: Shelley.Loving-Ryder@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

☒ Board review required by

_____ State or federal law or regulation

_____ Board of Education regulation

☒ Other: Previous Board Action

☒ Action requested at this meeting

Previous Review/Action:

_____ No previous board review/action

☒ Previous review/action

date September 21, 2005

action First review

Background Information:

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* permit students who have failed certain Standards of Learning (SOL) tests to participate in remediation recovery programs. Section C of 8 VAC 20-131-30 states the following:

In kindergarten through grade 8, students may participate in a remediation recovery program as established by the Board in English (Reading, Literature, and Research) and mathematics or both. In grades nine through twelve, the remediation recovery program shall include all retakes of end-of-course mathematics tests only. However, students in the ninth grade who are participants in a remediation recovery program may be retested on the eighth grade English (Reading, Literature, and Research) and mathematics SOL tests.

In November 2000, the Board of Education adopted guidelines for implementing the *Standards for Accrediting Public Schools in Virginia*. These guidelines further defined the participation of students in remediation recovery programs and permitted students who failed the reading and/or mathematics SOL tests in grades 3-8 or end-of-course mathematics tests to retake the failed test at the next available test administration.

To comply with the requirements of the federal *No Child Left Behind Act of 2001*, beginning with the 2005-2006 school year, annual Standards of Learning tests in reading and mathematics will be administered to students in grades 3-8. Based on the current remediation recovery guidelines, students who fail a reading or mathematics test in grades 3 or 5 and participate in a remediation recovery program would retake the failed test as well as taking the reading and mathematics tests for grade 4 or grade 6.

Summary of Major Elements:

The Board of Education is asked to adopt revisions to the *Guidelines Governing Regulations Establishing Standards for Accrediting Public Schools in Virginia* to 1) avoid double testing for students participating in remediation recovery programs and 2) clarify the inclusion of scores of students participating in remediation recovery in the pass rates used for accrediting schools. The proposed revisions, which are included in the attachment, would be in effect for the 2005-2006 school year only. A complete revision to the guidelines will be required once the revisions to the *Standards for Accrediting Public Schools in Virginia* are approved by the Board.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education adopt the proposal.

Impact on Resources:

The impact on resources is not expected to be significant.

Timetable for Further Review/Action:

N/A

Remediation Recovery Guidelines

~~Students in grades K-8 are not required to retake Standards of Learning (SOL) tests unless they are retained in grade and have not previously passed the test or they are placed in a remediation recovery program developed by the local school board. Students in high school are not required to retake end-of-course SOL tests unless the student previously failed the course and the test of the student needs to earn verified credit for graduation.~~

Remediation recovery is a voluntary program that schools may implement to encourage successful remediation of students who do not pass certain SOL tests in reading and/or mathematics for grades K-8 and high school mathematics. ~~Remediation recovery programs are limited to grades K-8 English (Reading, Literature, and Research) and mathematics tests and high school mathematics tests and high school mathematics only.~~

The Board of Education does not expect that every student who fails an SOL test be placed in a remediation recovery program. **However, students who retake an SOL test must have participate in a remediation recovery program must have participated in some form of remediation to be eligible to be retested under remediation recovery included in the program.**

Students who have failed either the grade 8 reading or mathematics test or a high school mathematics test and have participated in a remediation recovery program are expected to retake the applicable SOL test at the next regularly scheduled administration. The score of a student who passes a grade 8 reading or mathematics test will be counted in the school's pass rate for the purposes of accreditation. If the student retakes and passes an end-of-course mathematics test, the student's scores will be counted twice in the school's accreditation pass rate—once as part of the pass rate for the end-of-course mathematics test and a second time under remediation recovery. Students who fail the grade 3 or grade 5 reading test and/or mathematics test and are promoted to the next grade will not retake these tests. However, if they pass the grade 4 or grade 6 reading test and/or mathematics test, their scores will be counted twice in the school's accreditation pass rate—once as part of the pass rate for the grade 4 or grade 6 test and a second time under remediation recovery. Students may only be counted in remediation recovery once for one grade/SOL test.

At the high school level, students may continue to retake end-of-course tests as many times as necessary to earn verified credit. Students in high school are not required to retake end-of-course tests unless the student previously failed the course and the test or the student needs to earn verified credit for graduation.

~~Placing a child in a remediation recovery program in English (Reading, Literature, Research) and/or mathematics does not penalize a school if the student is not successful on the retake of an SOL test. Students who are successful on a retake of an SOL test are counted in the number of students passing a test but not in the number of students taking a test when calculating the passing rate for the school. As always, the scores of the student count at the school where the remediation and re-testing take place. For example, a fifth-grade student fails the 5th-grade mathematics test and is promoted to the 6th-grade in a middle school. The student, who is remediated during the next school year, and who retakes and passes the 5th-grade test, will count as a pass for the middle school. This would also be the case with the score of a student who is~~

promoted to the 9th grade and, is retested on the 8th grade English (Reading, Literature, and Research) or mathematics test would count in the pass rate for the high school. For high school end-of-course tests, remediation recovery is only available in mathematics.

The following students may not be included in remediation recovery programs:

1. Students in grades K-8 who are retested because they are retained and had not previously passed a grade-level test in English (Reading, Literature, and Research) or mathematics.
2. Students who retake an end-of-course test as a result of failing and retaking a mathematics course at the high school.

Schools shall maintain evidence of a student's participation in a remediation recovery program along with the scores of any SOL tests taken following remediation in the student's record.

Board of Education Agenda Item

Item: K.

Date: October 26, 2005

Topic: First Review of the 2005 Annual Report on Regional Alternative Education Programs

Presenter: Ms. Diane L. Jay, Specialist, Office of Program Administration and Accountability

Telephone Number: (804) 225-2905

E-Mail Address: Diane.Jay@doe.virginia.gov

Origin:

 Topic presented for information only (no board action required)

 X Board review required by

 X State or federal law or regulation

 Board of Education regulation

 Other:

 X Action requested at this meeting Action requested at future meeting:

Previous Review/Action:

 X No previous board review/action

 Previous review/action

date

action

Background Information: Section 22.1-209.1:2 of the *Code of Virginia* requires that the Board of Education provide an annual report to the Governor and the General Assembly on the effectiveness of the Regional Alternative Education Programs. The 1993 General Assembly approved legislation and funding to create regional pilot programs to provide an educational alternative for certain students who have a pending violation of school board policy, have been expelled or suspended on a long-term basis, or are returning from juvenile correctional centers. A formula based on staffing patterns and the composite index of local ability-to-pay determines continuation funding for the programs.

Summary of Major Elements: One hundred fourteen (114) school divisions participate in the regional alternative education programs. During 2004-2005, slightly more than 3,900 students were served. An annual report that summarizes the status and effectiveness of the regional programs is attached.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the 2005 Annual Report on Regional Alternative Education Programs pursuant to §22.1-209.1:2, *Code of Virginia*.

Impact on Resources: The provisions of this item require the Department of Education to employ an external evaluator to annually assess the status of Virginia's regional alternative education programs. This impact can be absorbed within existing resources at this time.

Timetable for Further Review/Action: Following approval, the report will be forwarded to the Governor and the General Assembly as required by §22.1-209.1:2, *Code of Virginia*.

2005 Annual Report

REGIONAL ALTERNATIVE EDUCATION PROGRAMS

PRESENTED TO

**GOVERNOR MARK R. WARNER
AND THE
VIRGINIA GENERAL ASSEMBLY**

October 26, 2005

PREFACE

Section 22.1-209.1:2 of the *Code of Virginia* requires that a report be provided annually by the Board of Education to the Governor and the General Assembly on the effectiveness of the Regional Alternative Education Programs. The primary objectives of this evaluation are as follows:

1. Provide a general overview of the programs, student populations, staff, program resources and support, and parental and community support.
2. Review the program administrators' perceptions of the adequacy of the programs' resources and policies.
3. Evaluate the performance of the programs and students.

The staff member assigned to the preparation of the report was Diane L. Jay, specialist, Office of Program Administration and Accountability, Division of Instruction, Virginia Department of Education, P. O. Box 2120, Richmond, Virginia 23218-2120. Questions concerning the report should be directed to Ms. Jay at (804) 225-2905 or by e-mail at Diane.Jay@doe.virginia.com.

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EXECUTIVE SUMMARY

Research Dimensions, Inc., conducted the evaluation of Virginia's 29 regional alternative education programs. These programs were established by the General Assembly in 1993-1994 with the intent of involving two or more school divisions working in collaboration to establish options for students who have a pending violation of school board policy, have been expelled or suspended on a long-term basis, or are returning from juvenile correctional centers. Section 22.1-209.1:2 of the *Code of Virginia* requires that a report be provided annually by the Board of Education to the Governor and the General Assembly on the effectiveness of the regional alternative education programs.

These regional alternative education programs are designed to meet the specific individual needs of students assigned to the programs. While there is some variation in programs, the legislation outlines the following components:

- an intensive, accelerated instructional program with rigorous standards for academic achievement and student behavior;
- a low pupil-teacher ratio to promote a high level of interaction between the student and teacher;
- a plan for transitioning the enrolled students into the relevant school division's regular program;
- a current program of staff development and training;
- a procedure for obtaining the participation and support from parents as well as community outreach to build school, business, and community partnerships; and
- measurable goals and objectives and an evaluation component to determine the program's effectiveness.

The number of students enrolled increased from 217 students in four regional programs in 1993-1994 to 2,297 students in 29 regional programs in the 1996-1997 school year. The number of students served has subsequently increased to slightly more than 3,900 during 2004-2005, a 70 percent increase in students served within the same number of programs. The state funding level has increased 32.5 percent during this same time period.

Key Observations and Findings

General Conclusions:

- The regional alternative education programs state they are achieving their individual "program purposes" of correcting dysfunctional and dangerous behavior, building self-esteem, reducing dropout rates, identifying career interests and securing employment, graduating students, and having students gain admission to higher education.
- The programs have succeeded in helping students remain in school, graduate, or receive General Education Development certificates through the Individual Student Achievement Education Plan (ISAEP).

- The return on the public's investment for regional alternative education programs is favorable.

Conclusions Related to Specific Program Attributes, Services, and Policies:

- Approximately 80 percent of program administrators reported academic improvement in their responses regarding perceived changes in student academic performance.
- The program administrators reported decreased discipline, crime, and violence incidences for students while in the program.
- Program administrators reported being satisfied about most key aspects of their programs such as academics, student services, assessment services, discipline policies, staff development, availability and use of technology, and parental involvement.
- Staffing is a critical function of the regional alternative education programs. Eighty two (82) percent of the administrators state the number of teachers is adequate. Several administrators indicated a need for staffing the programs with full-time teachers instead of part-time teachers. Additionally, administrators indicated a need for more teachers in specific content areas not currently available to these programs. Approximately 61 percent of these programs reported that the number of counselors available to their programs is adequate and about 56 percent report that the number of school psychologists available to their programs is adequate.
- The dropout rate for these students is 7 percent. The expulsion or dismissal rate is 6.7 percent.

Key Performance Results:

- Approximately two-thirds of the eligible regional alternative students served during the 2004-2005 school year graduated or received GED certificates (through ISAEP).
- Of the remaining students who were not eligible to graduate in the 2004-2005 school year, approximately 70 percent remained in school at the beginning of the 2005-2006 school year.

CHAPTER ONE

Purpose

Virginia's regional alternative education programs are established to provide options for students who no longer have access to traditional school programs because they were suspended for violations of school board policy. Suspensions leading to assignment to these programs include violations related to weapons, drugs or alcohol, intentional injury, chronic disruptive behavior, theft, verbal threats, malicious mischief, chronic truancy, vandalism, and other serious offenses. These programs also can accommodate students returning from juvenile correctional centers or those who are otherwise assigned by the school divisions.

This report provides the results of an external evaluation of these programs conducted for the Virginia Department of Education (VDOE) by Research Dimensions, Inc. The evaluation examined the 29 programs in operation during the 2004-2005 school year. A total of 114 school divisions worked in collaboration to form these 29 programs; some of the divisions have multiple subprograms and sites. Attachment A1 provides a complete listing of the programs and participating school divisions.

Objectives and Scope of Evaluation

Section 22.1-209.1:2 of the *Code of Virginia* requires that a report be provided annually by the Board of Education to the Governor and the General Assembly on the effectiveness of the regional alternative education programs. The primary objectives of this evaluation are as follows:

1. Provide a general overview of the programs, student populations, staff, program resources and support, and parental and community support.
2. Review adequacy issues related to program resources and policies.
3. Evaluate the performance of the programs and students.

The goals of the 29 regional alternative education programs included in this evaluation are similar in that they are all designed to provide alternative and experiential learning opportunities for their students. They serve students who have been assigned to the school by local boards of education because: (1) the traditional school systems are not equipped to address their needs; and (2) the alternative education programs can provide a wide variety of student services and educational approaches that are tailored to these needs. While the general goals among programs are similar, there are also significant differences such as:

- grade levels served;
- size of the student bodies;
- characteristics of the students enrolled;
- characteristics of the student enrollment expectations (e.g., very short term versus long-term);
- educational approaches and priorities; and
- program resources available.

Data Sources

The information, observations, and findings in this summary report are primarily based on the following sources:

- Information collected by the Virginia Department of Education through an annual Information Data Collection Instrument and supplemental information provided with these reports. In June 2005, the reports were submitted by each of the 29 programs to the department for the 2004-2005 school year.
- Follow-up communications with program administrators and personnel.
- Relevant information included in previous regional alternative education program evaluations published by the Virginia Department of Education.

CHAPTER TWO

Background and Summary Information

In 1993, the General Assembly directed the Board of Education to establish and implement four regional pilot projects to provide an educational alternative for certain students in violation of school board policy. The General Assembly subsequently provided state funding, augmented for several years by federal funds, to make regional alternative education programs available on a statewide basis. A Virginia Department of Education formula based on staffing patterns and the composite index of local ability to pay determines state funding.

No local matching funding is required; however, local and federal monies are sometimes used to augment these programs by providing in-kind support for such items as special services (e.g., social workers, mental health workers, and psychologists), instructional materials, additional staff, pupil transportation, and facilities.

Alternative education programs are designed to meet the specific individual needs of students assigned to the programs. While there is some variation in programs, the legislation outlines the following components:

- an intensive, accelerated instructional program with rigorous standards for academic achievement and student behavior;
- a low pupil-teacher ratio to promote a high level of interaction between the student and teacher;
- a plan for transitioning the enrolled students into the relevant school division's regular program;
- a current program of staff development and training;
- a procedure for obtaining the participation and support from parents as well as community outreach to build school, business, and community partnerships; and
- measurable goals and objectives and an evaluation component to determine the program's effectiveness.

The delivery of services includes traditional and non-traditional forms of classroom instruction, distance learning, and other technology-based educational approaches. Delivery of services also includes day, after school, and evening programs. Alternative education centers have flexibility with regard to their organizational structure, schedule, curriculum, programs, and disciplinary policies. While the centers may differ in method of delivery, the services they provide typically fall into the following categories:

- educational (core subject instruction, vocational, remediation, tutoring);
- counseling (individual, group, family);
- social skills training;
- career counseling (transitioning to the world of work, job shadowing, mentoring, work/study agreements);
- technology-related education (direct instruction, Internet research, keyboarding);
- conflict resolution and mediation; and
- drug prevention education.

CHAPTER THREE

Regional Alternative Education Program Overview

This chapter provides an overview of the regional alternative education program in terms of program and student trends, program purposes, organization, innovative practices, sources of students and reasons for student enrollment, student selection processes, academic offerings, student services, student assessments, and general and discipline policies.

A. Characteristics of Programs and Student Population

Statistical Overview – Of the 29 regional programs, all except one serve students in grades 9-12. The remaining program serves only middle school students in grades 6-8. Almost 90 percent of the programs also serve grades seven and eight; slightly over 60 percent serve sixth grade students. Three programs serve students in grades K-5. Additionally, slightly over 65 percent of the programs report serving General Educational Development (GED) certificate students.

The programs report having 2,455 assigned slots and serving more than 3,900 students during the 2004-2005 school year. Since in some programs students are assigned for short periods of time (e.g., a week in some cases), they are able to serve multiple students per slot. Attachment A2 provides a more detailed statistical overview of the 29 programs.

Over the first four years of Virginia's regional alternative education program, the number of programs grew rapidly from the four pilot sites in 1993-1994 to 29 programs by 1996-1997. Since that time, the number of programs has remained constant. During this same period, state funding increased from the initial General Assembly appropriation of \$1.2 million for 1993-1994 to a total state funding level of almost \$5.5 million for 2004-2005. Programs are permitted to receive additional funding and in-kind support from other sources although no local match is required.

The number of students enrolled increased from 217 students in four regional programs in 1993-1994 to 3,900 students in 29 regional programs in 2005-2005. The state funding level has increased 32.5 percent during this same time period.

Table 1 summarizes trends for the number of regional alternative education programs in Virginia, state funding levels for these programs, and numbers of students served since the 1993-1994 school year.

Table 1.
Trends in Regional Alternative Education Programs

School Year	Number Of Programs [1]	State Funding [2]	Number of Students Served
1993-1994	4	\$1,200,000	217
1994-1995 [3]	13	\$1,200,000	849
1995-1996 [3]	19	\$1,200,000	1,550
1996-1997	29	\$4,142,000	2,297
1997-1998	29	\$3,716,652	2,350
1998-1999	29	\$4,431,089	3,255
1999-2000	29	\$4,484,123	3,494
2000-2001	30	\$5,766,626	3,347
2001-2002	30	\$5,386,590	3,895
2002-2003	30	\$5,386,590	3,509
2003-2004	29	\$5,210,891	3,534
2004-2005	29	\$5,486,348	3,903

Note [1]: Some data refer to sites and some refer to programs.

Note [2]: State funding will be \$5,463,139 for 2005-2006 and \$5,563,652 for 2006-2007.

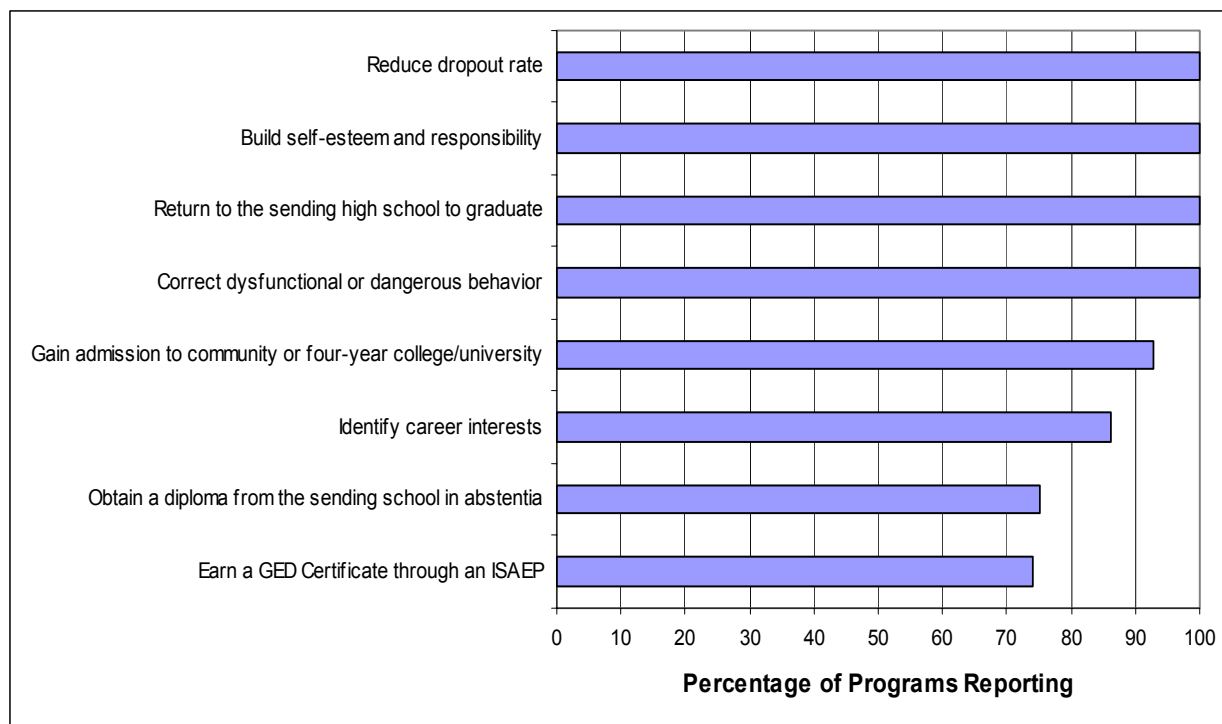
Note [3]: Federal funds were used to supplement state funds to support expanding the program during the 1994-1995 and 1995-1996 school years.

Program Purpose – The regional alternative education programs are designed to meet the specific individual needs of students assigned to the programs. These needs dictate a somewhat different set of “program purposes,” or objectives than would be encountered in the traditional school system. Consequently, as part of the 2004-2005 data collection effort for this evaluation, administrators were asked to identify the objectives most appropriate for the various sites operating within their programs. The “program purposes” reported by all programs to be consistent with their program are:

- reducing the dropout rate;
- building self-esteem and responsibility;
- returning students to the sending high school to graduate; and
- correcting dysfunctional or dangerous behavior.

An expanded list of program purposes, as reported by the responding program administrators, is portrayed in Figure 1.

Figure 1.
Purpose of Program



Program Organization and Innovative Practices – The programs included in this evaluation reflect a wide variety of educational and operational models and processes. Most programs report operating between 9 and 10 months a year, but the range is 6 to 11 months. Almost 40 percent of the programs offer evening, as well as daytime classes. Classes are more frequently organized by subject or course rather than by grade level. Over 70 percent of the programs report that at least some students worked independently on computer-based curricula.

Program administrators were asked to identify innovative practices that they deem to have been most effective in their program. While the 92 responses vary and address initiatives directed towards both students and faculty, the following student-related innovative practices provide insight as to how these programs are serving the needs of their student populations:

- Courses operated by the program staff and external organizations that address character, self-esteem building, cooperation, financial/credit literacy, planning, and other critical life skills;
- Field trips to correctional facilities and visits with prisoners in these facilities to better understand the implications of poor decisions and inappropriate behavior;
- Education-related technology in the classroom and external to the program permitting expanded student access to educational curricula as well as to material tailored to the students' educational needs and otherwise not available to them;

- Studying one subject at a time permitting students to better focus on the substance and to achieve earlier tangible evidence of success;
- One-on-one and small group teaching and tutoring;
- Partnerships with local agencies and institutions of higher education to permit psychological/mental health and other services otherwise not available to the students; and
- Student incentive programs tailored toward behavioral modification.

Reasons for Student Enrollment and Student Selection Process – Students are typically assigned to regional alternative education programs because they have received long-term suspensions, are returning from juvenile correctional centers, or are otherwise deemed by the school divisions to be best served by these programs. Consequently, these programs are structured to better address the special needs of these students who are often older than the students at the same grade level in the traditional school system and whose histories are typically defined by academic failure and behavioral problems. Table 2 provides additional insight as to the primary reasons leading to student enrollments for the 2004-2005 school year.

Table 2.

Reasons for Enrollment in Regional Alternative Education Programs 2004-2005

Source of Students Served	Total [1]	Percent [2]
Suspensions for violation of School Board Policy [3]	3,432	87.9
Weapons	201	5.6
Drugs or alcohol	524	14.7
Intentional Injury	331	9.3
Chronic Disruptive Behavior	831	23.3
Theft	44	1.2
Combination of above	280	7.8
Other [4]	1,221	34.2
Released from youth correctional centers	141	3.9
Total Suspensions and Released from Youth Correctional Centers	3,573	100

Note [1]: All but one program responded to these questions. The total responses for these questions add to about 92 percent of all students reported to have been served.

Note [2]: Percentage of 3,573 or the total students reported in response to these questions.

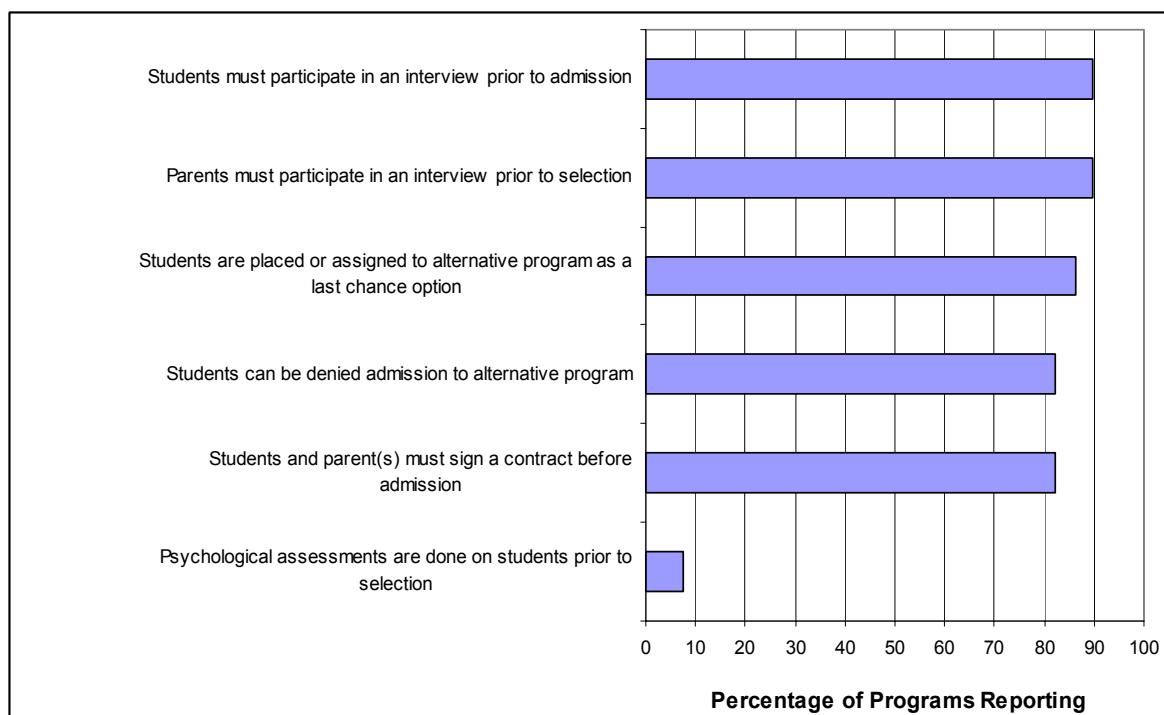
Note [3]: Included pending violations.

Note [4]: Verbal threats, malicious mischief, bomb threats, destruction of property, chronic truancy, vandalism, and other serious offenses.

There is no standardized student selection process. Like the students assigned to these programs, the student selection process including guidelines and criteria for admittance and denial of admission varies from program to program.

Most of the programs report that students were assigned to them “as a last chance option.” Almost all of the programs report that parents and/or students are required to participate in an interview prior to an admission decision. Most also indicate that they have the option to deny admission and that students have to sign a contract (e.g., commit to the program) before admission. Figure 2 illustrates the attributes of the student selection process.

Figure 2.
Attributes of the Student Selection Process



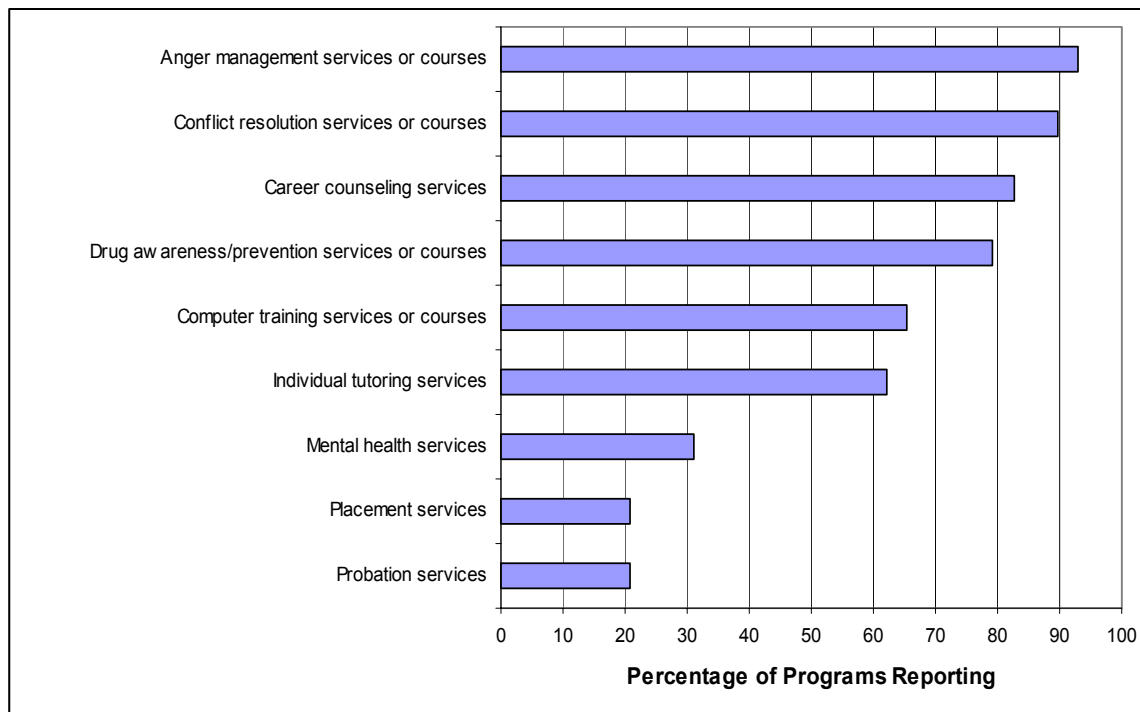
Academic Offerings and Student Services – An intense, accelerated instructional program with rigorous standards for academic achievement and student behavior is a legislative requirement of the regional alternative education programs. The range of students served (e.g., K-12 grade levels, a wide variety of behavioral issues, a wide range of cognitive capabilities) and academic approaches used produce a wide spectrum of courses offered, academic initiatives, and student services. However, at a general level, there are many core academic offerings and student services common to these regional alternative education programs.

All 28 programs that serve high school students offer standard diploma courses. About 75 percent of these programs offer GED preparatory courses, slightly more than half offer vocational or technical course work, and slightly less than half offer independent study and work study components. Several programs indicated the need to expand the following:

- content delivery capacity for academic offerings (e.g., in-school teachers as well as computer- and Internet-based curricula);
- tutoring support for students;
- placement support for students; and
- content delivery and monitoring capacity for vocational/technical initiatives.

Figure 3 provides an overview of student services offered in the regional alternative education programs.

Figure 3.
Student Services Offered



Student Assessments – Another legislative requirement for these programs is a set of measurable goals and objectives and an evaluation component to determine student performance and program effectiveness. In this context, over 90 percent of the programs report employing traditional assessments (e.g., an A, B, C, D, F letter grading systems, end-of-year or book final examinations) for all students enrolled. About half of the programs report using non-traditional assessments and metrics (e.g., oral presentations, portfolios, self assessments, grading rubrics shared in advance, behavior) for all students. Some schools use combinations of traditional and non-traditional approaches to assessing their students.

General Policies – General policies vary among programs. Administrators report that the following policies are employed by their programs. Since most of these policies apply only to high schools, percentages are for programs serving grades 9-12.

- Specific criteria need to be met before a student may return to a regular high school (93 percent of programs).
- Students with an Individual Education Plan (IEP) are allowed to enroll in these programs (86 percent of the programs).
- Students are limited to a certain number of academic credits earned while attending the alternative program (56 percent of programs).
- Students are allowed to take needed courses at a regular high school that cannot be provided by the alternative program (52 percent of programs).

- Students are not required to return to the high school from which they were suspended or expelled (46 percent of programs).
- Students are required to return to their sending high schools (43 percent of programs).
- Students are required to return to their sending high school in order to graduate with a standard diploma (33 percent of programs).

Discipline Policies – Discipline policies vary among programs, but several of these policies are common to most programs. (Percentages shown reflect all 29 programs.) These include:

- Students are subject to all of the discipline policies and rules of the sending school (90 percent of programs).
- The alternative program also has its own discipline system (83 percent of programs).
- Behavioral contracts between students and teachers are used in the program (79 percent of programs).

B. Staff

Program Staffing – Administrators of the 29 programs reported a total of 286 teachers (in terms of full time equivalents), 67 counselors, and 49 school psychologists. The program administrators' perceived adequacy of these numbers of teachers, counselors, and psychologists is discussed in Chapter Four.

A low pupil-to-teacher ratio is a legislative requirement for these programs. In 2004-2005, the programs report an 11:1 ratio of students to teachers, which is slightly higher than the approximately 10:1 ratio reported in previous years.

Professional Development – A current program of staff development and training is another legislative requirement for this program. The extensive and diverse special needs and challenges of the students assigned to the regional alternative education programs present additional needs for staff development.

Improving and expanding staff development is frequently mentioned as a primary concern of program administrators. These needs include a broad spectrum of professional development related to content areas, use of technology, programmatic and administrative issues as well as an even broader spectrum of areas that relate to the behavioral problems common to the students served. Table 3 provides more detailed information regarding the extent to which the needs for staff professional development in the regional alternative education programs were addressed during the 2004-2005 school year.

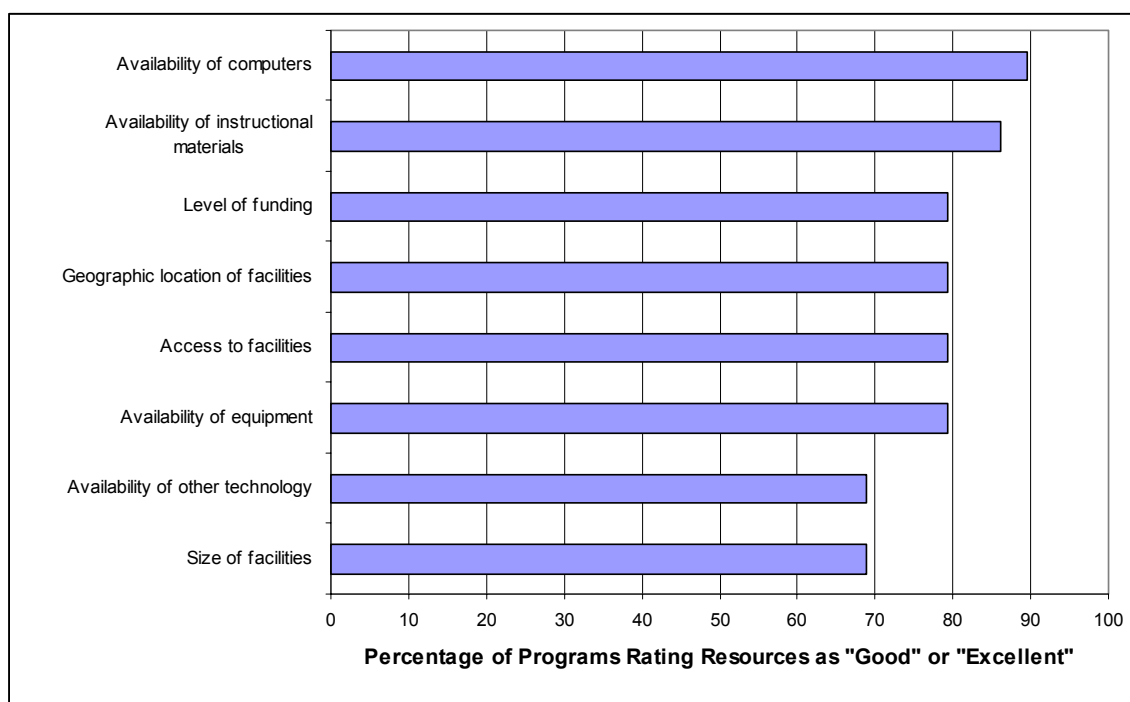
Table 3
Professional Development

Staff Development Programs	Percentage of Teachers in Program
Content work	91.1
Technology	87.8
Discipline	87.7
Violence	85.2
Conflict management	85.3
Alternative education practices	84.9
Alcohol and drug abuse	66.0
Counseling	45.7

C. Program Resources and Support

General Resources – The regional alternative education programs report that their program resources are generally satisfactory. Approximately 80 percent of all responses from the program administrators, across all categories, indicate that they perceived their program resources as either “excellent” or “good” and only three percent of the responses reflect a “poor” ranking. Size of, access to, and geographic location of facilities had the most mixed responses. Figure 4 indicates the percentage of program administrators’ responses ranking various major categories of these program resources as either “excellent” or “good.”

Figure 4.
Quality of Program Resources

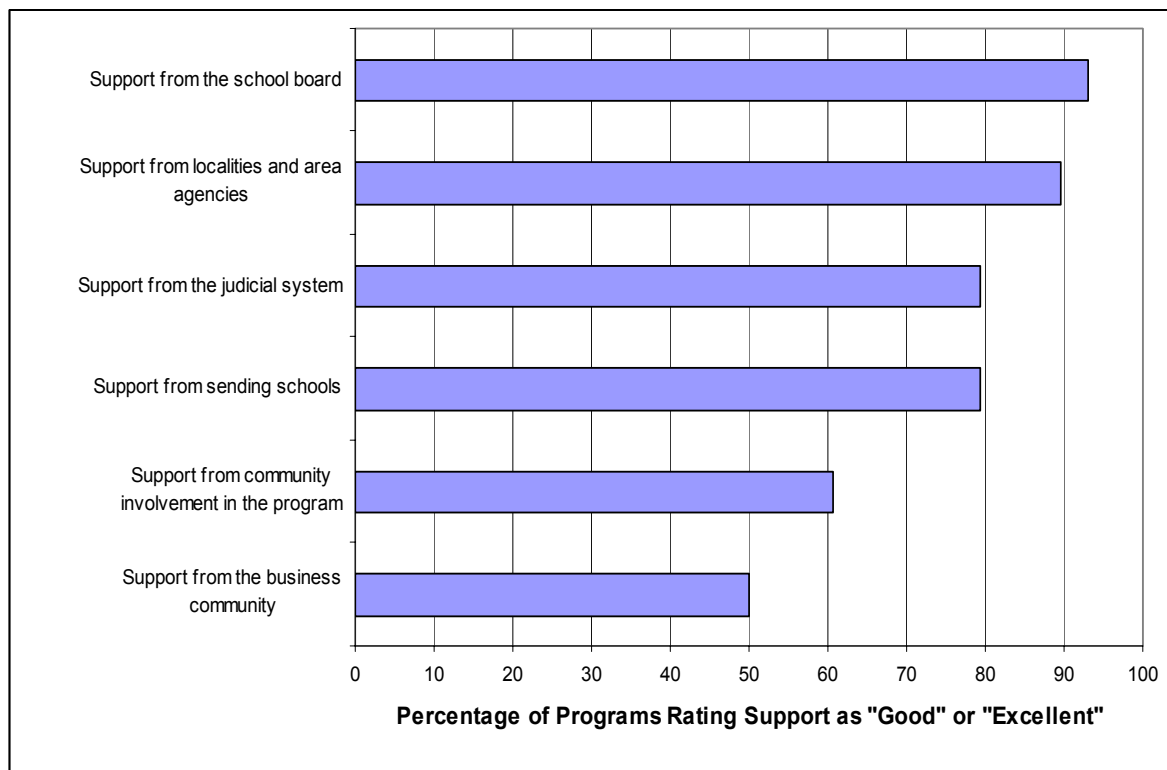


External Program Support – A program for community outreach to build school, business, and community partnerships is a legislative component of the regional alternative education programs. All programs report extensive efforts to build external support and, the program administrators report that they generally receive very good external support.

Administrators report that their school boards, localities, and area agencies generally provide excellent support. Over 90 percent of the responses regarding these sources indicate “excellent” or “good” support.

Figure 5 provides a graphical summary of the percentage of responses for each external support category that were either “good” or “excellent.”

Figure 5.
External Program Support



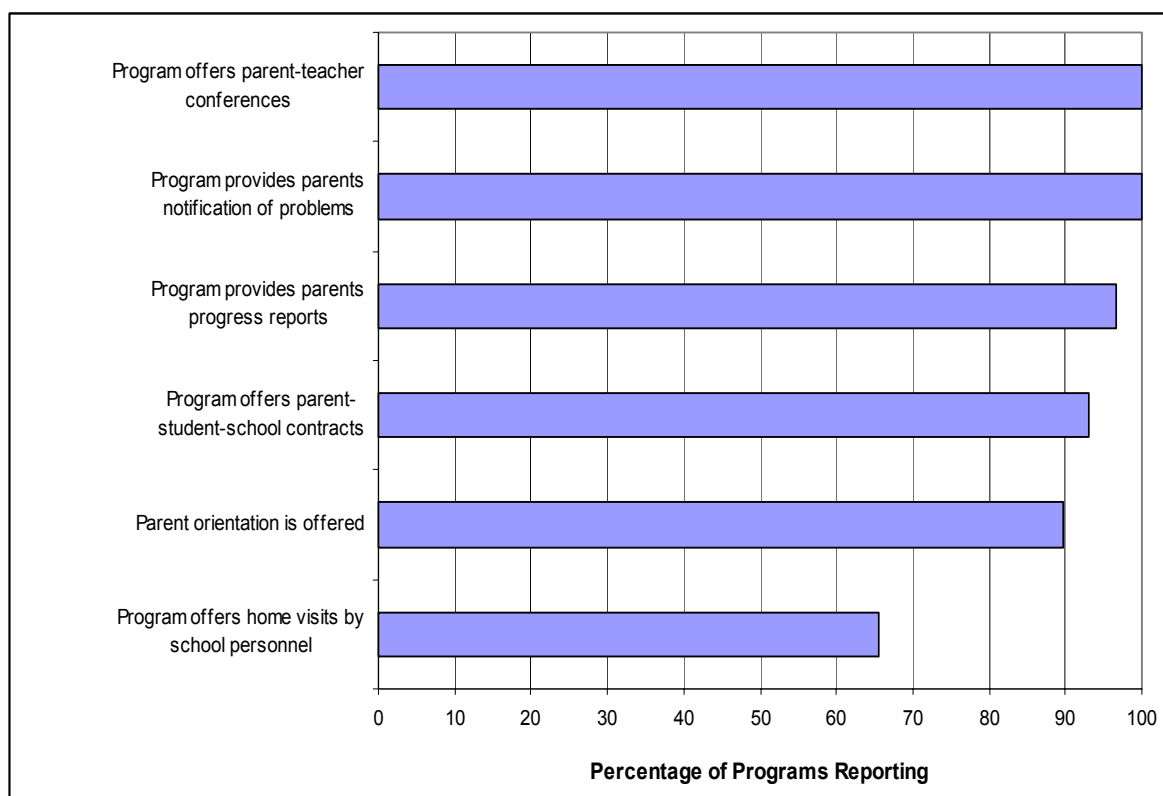
D. Parental and Community Involvement

A procedure for obtaining the participation and support from parents is a legislative requirement of the regional alternative education program. Each program reports multiple initiatives addressing these objectives.

Perceptions regarding community involvement in the regional alternative education programs are mixed. Of the responding administrators, 21.4 percent report that community involvement in their program is “excellent”, 39.3 percent report “good” community involvement, 25 percent report “fair” community involvement, and 14.3 percent reported that the community involvement in their program was “poor.”

Parental support and involvement is particularly critical to the students served by these programs. The potential of having these students successfully graduate is dependent on the combined efforts of the teachers, administrators, parents or guardians, and others. Administrators report concerns with improving parental interaction and involvement. One frequently reported concern is that the parents often have issues that impede the desired levels of involvement in the students' school activities. Illustrative parental involvement initiatives and the percentage of programs employing these approaches are portrayed in Figure 6.

Figure 6.
Parental Involvement



CHAPTER FOUR

Perceived Adequacy of Program Attributes and Functions

The number of programs in 2004-2005 is the same as it was in 1996-1997. While the number of sites has not increased, the state funding has increased approximately 33 percent, and the number of students has increased about 70 percent. As part of the 2004-2005 regional alternative education program data collection process, administrators were asked to rate the overall quality or adequacy of various aspects of their program.

General Program Attributes, Services, and Policies – The responding administrators indicate that they are generally satisfied about most aspects of their programs. As indicated in Table 4, approximately 90 percent of the administrators' ranked their program attributes, services, and policies as "excellent" or "good". Overall, based on the responses provided, none of the aspects of the regional alternative education programs shown in Table 6 were reported as inadequate.

Table 4.
Quality of Program Attributes

How would you rate your program?	Excellent	Good	Fair	Poor	Non-response
Academic Program	10	19	0	0	0
Student Services	9	16	3	1	0
Student Assessment Services	7	21	1	0	0
Student Selection Process	11	15	2	0	1
Discipline Policy	14	12	3	0	0
Staff Development	11	14	4	0	0
Technology Availability / Use	10	16	1	2	0
Parental Involvement	9	14	5	1	0
Totals	81	127	19	4	1
Distribution of Totals	34.9%	54.7%	8.2%	1.7%	0.4%

Staffing and Related Resources – An intensive, accelerated instructional program with rigorous standards for academic achievement and student behavior and a low pupil-teacher ratio to promote a high level of interaction between the student and teacher are legislative requirements for the program. Developing a quality staff is a particularly critical function of the regional alternative education program and the key to achieving the legislative mandates outlined above.

As part of the data collection process, administrators were asked to rate the adequacy of several key staffing and staff-related functions, teachers in the program, counselors and psychologists available to the program. Approximately 82 percent of the programs report

that the number of teachers is adequate. Several administrators indicated a need for more full-time versus part-time teachers. Additionally, administrators indicated a need for more teachers in specific content areas.

Approximately 61 percent of these programs report that the number of counselors available to their programs is adequate and about 56 percent report that the number of school psychologists available to their programs is adequate.

Table 5.

Adequacy of the Availability of Teachers, Counselors, and Psychologists

Number of Staff in, or Available for, the Program [1]	Perceived as Adequate		Perceived as Inadequate		Total non-response
	Total responses	Percent of all Responses	Total responses	Percent of all Responses	
Teachers in Program	23	82.1	5	17.9	1
Counselors Available for Program	17	60.7	11	39.3	1
School Psychologists Available for Program	15	55.6	12	44.4	2
Total of All Responses	55	66.3	28	33.7	4

Note [1]: Chapter Three, Section B provides additional information regarding regional alternative education program staffing and Table 3 provides additional information concerning staffing characteristics.

CHAPTER FIVE

Program and Student Performance

Defining and measuring performance are different for the alternative education population than it would be in the traditional school systems.

A. Considerations for Evaluating Regional Alternative Education Program and Student Performance

These student populations present challenges because the assigned students often have histories of dysfunctional behavioral problems, low self-esteem, and academic failure. Since these are generally students who have been suspended, these programs are deemed as the only remaining academic option (e.g., 85 percent of programs report that students are placed or assigned to their program as “a last chance option”).

The student body of any given program has less continuity from year-to-year (often from month-to-month) than a traditional school. Programs are generally small, leaving limited resources to address an extensive array of needs. The combination of these needs and the operational constraints of the programs dictate different policies, administrative procedures, and academic approaches. They also dictate a different approach to evaluating both program and student performance.

One approach for assessing program and student performance is the programs’ self-reported “program purposes” as presented in Section III.A. These include:

- Correct dysfunctional or dangerous behavior;
- Build self-esteem and responsibility;
- Reduce dropout rate;
- Identify career interests and opportunities and, for some students, secure employment or work/study before being graduated;
- Graduation (return to sending school to graduate, obtain diploma from sending school in absentia, earn alternative school diploma, obtain an adult diploma, or earn a GED diploma); and
- Gain admission to community or four-year college/university.

B. Measures of Achievement

Standard measurements such as SOL tests, attendance, and dropout rates may not be considered in the same way as they would be considered for traditional schools because the student populations, educational models, and operational models are different.

Standards of Learning – Standards of Learning (SOL) test results for 2004-2005 were not available for analysis as this report was being prepared. The ability to correlate SOL test results with students who have spent time in a regional alternative education program will not be available until the 2005-2006 school year.

Dropout Rates –The total 2004-2005 dropouts reported by the program administrators for this evaluation equals a seven percent dropout rate (i.e., 275 dropouts versus 3,903 students served). The state average for dropouts for traditional schools for 2003-2004 was 2.05 percent. However, most regional alternative education students are considered dropout risks prior to being assigned to these programs.

Attendance – Because of data issues, the fluidity of the student population, and the wide range in delivery of models, attendance is difficult to measure.

Perceptions of Changes in Student Academic Performance – Administrators were asked to provide their perceptions of changes in their students' academic performance. The administrators perceive somewhat or substantial improvement in approximately 80 percent of students served. High school student improvement is estimated to be slightly better than middle school student improvement.

Table 6.
Reported Change in Academic Performance

Reported Change During Assignment to Alternative Education	Substantially Improved	Somewhat Improved	Somewhat Decreased	Substantially Decreased	No Apparent Change	Total Responses
Middle Grades – Math	11.5%	65.4%	15.4%	0.0%	7.7%	26
Middle Grades – English	19.2%	61.5%	11.5%	0.0%	7.7%	26
High School – Math	28.6%	46.4%	10.7%	0.0%	14.3%	28
High School – English	46.4%	42.9%	7.1%	0.0%	3.6%	28

Perceptions of Changes in Student Disciplinary Incidences – Correcting dysfunctional behavior is a primary goal of regional alternative education programs. As in academic performance, evaluation measures are limited by the lack of longitudinal data at the student level, by limitations in the existing data, and by the fluidity of the student population. Consequently, administrators also were asked to provide their perceptions of changes in student disciplinary incidences.

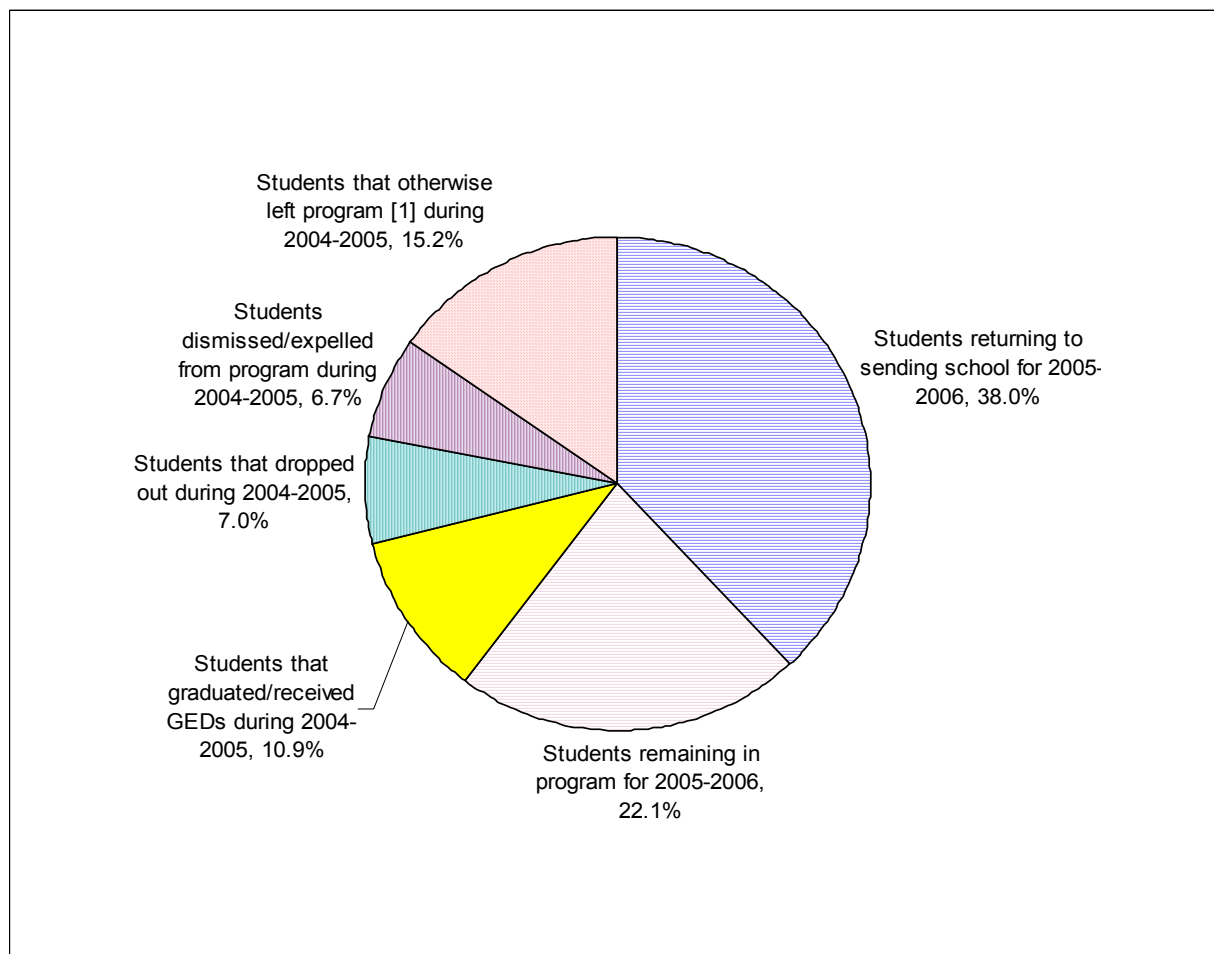
Approximately 30 percent of the administrators indicate that overall disciplinary incidences “substantially decreased” and another 30 percent report that overall incidences “decreased somewhat” for a combined 60 percent of responses reflecting at least some decrease in discipline, crime, and violence incidence. For the more serious physical violence and firearms categories, 65 percent of the responses reflect some or substantial decreases in incidences. Only seven percent of the responses represent perceived increases in disciplinary incidences and two-thirds of those are related to the less severe or violent substance abuse violations and offenses against property.

End of Year Status of 2004-2005 Students – Data discussed previously in this report suggest that many of the 3,903 students that the programs served in 2004-2005 were assigned as a “last chance.” Most of these students were at risk of dropping out, being expelled permanently, or failing academically. Some had already been incarcerated, and the

violations that led to their suspensions (see Table 2) suggest many others were candidates for future incarceration. Figure 8 depicts the status of the 2004-2005 students served by the regional alternative education programs based on data provided by the programs as of July 1, 2005. A more detailed 2004-2005 end of year status of students in each of the 29 regional alternative education programs is provided in Attachment A3.

Figure 8.

End of Year Status of 2004-2005 Students from the Perspective of the Programs



Note [1]: Students who may have transferred to other programs (e.g., adult programs, other high school programs, promoted), withdrawn, switched to home-bound schooling, been moved to detention/state facilities, moved to another geographic location, or otherwise left the program during the 2004-2005 school year)

Based on these data, slightly over 60 percent of the students served in the 2004-2005 regional alternative education programs remain in school – either returning to the regional alternative program for 2005-2006 (22 percent) or returning to their sending school for 2005-2006 (38 percent). For this population, remaining in school is an accomplishment and a stated goal of the regional alternative education programs.

One noteworthy aspect of these results is that the programs reported that 425 of their students either graduated or were awarded a GED. This total amounts to almost 11 percent of the total K-12 regional alternative education program population.

C. Summary

While defining and measuring performance is difficult for the alternative education population, the mosaic of available 2004-2005 data suggests that:

1. The regional alternative education programs, to a great extent, appear to be achieving the self-reported “program purposes.”
2. The numbers of students remaining in school, graduating, or receiving a GED are above expectations.
3. The return on the public’s investment for regional alternative education programs appears favorable.

Dr. Daniel Duke, University of Virginia professor, who performed several of the earlier evaluations of Virginia’s regional alternative education programs once wrote,

Had it not been for the Regional Alternative Education Projects, supported by state and local tax dollars, many of these students would have been unable to continue their formal education, return to the school of origin, earn a GED, or graduate from high school.

This evaluation finds that these programs not only have provided the opportunity for the students assigned to Virginia’s regional alternative education programs during the 2004-2005 school year to continue their formal education, but they have made a contribution towards helping these student remain in school, earn a GED certificate, or graduate from high school.

ATTACHMENTS**Attachment A1****Listing of Regional Alternative Education Programs – 2004-2005****Table A1.****Regional Alternative Education Programs – 2004-2005**

School Division-- Fiscal Agent	Other Participating Divisions	Program Name
Bristol City Public Schools	Washington County Public Schools	Crossroads Alternative Education Program
Brunswick County Public Schools	Greensville and Mecklenburg County Public Schools	Southside LINK
Carroll County Public Schools	Galax City Public Schools	Carroll-Galax Regional Alternative Education Program (The RAE Center)
Fairfax County Public Schools	Alexandria City Public Schools	Transition Support Resource Center
Fauquier County Public Schools	Rappahannock County Public Schools	The Regional Continuum of Alternative Education Services
Fluvanna County Public Schools	Alleghany, Bath, Botetourt, Buchanan, Charles City, Clarke, Craig, Culpeper, Floyd, Franklin, Giles, Grayson, Greene, Halifax, Highland, Lancaster, Madison, Orange, Shenandoah, and Smyth County Public Schools; Radford City Public Schools	Project RETURN
Henry County Public Schools	Martinsville City and Patrick County Public Schools	Breaking Barriers

School Division-- Fiscal Agent	Other Participating Divisions	Program Name
King William County Public Schools	Gloucester, Mathews, Middlesex, Essex, King and Queen, and New Kent County Public Schools; Town of West Point Public Schools	Middle Peninsula Regional Alternative Program
Lynchburg City Public Schools	Appomattox, Amherst, Bedford, and Nelson County Public Schools	Regional Alternative Education Project
Montgomery County Public Schools	Pulaski County Public Schools	Regional Program for Behaviorally Disturbed Youth
Newport News City Public Schools	Hampton City Public Schools	Enterprise Academy
Norfolk City Public Schools	Chesapeake, Franklin, Portsmouth, Suffolk, and Virginia Beach City Public Schools; Isle of Wight and Southampton County Public Schools	Southeastern Cooperative Education Program
Northampton County Public Schools	Accomack County Public Schools	Project Renew
Nottoway County Public Schools	Amelia, Buckingham, Charlotte, Cumberland, Lunenburg, and Prince Edward County Public Schools	Piedmont Regional Alternative School
Petersburg City Public Schools	Dinwiddie, Prince George, and Sussex County Public Schools; Colonial Heights and Hopewell City Public Schools	Bermuda Run Educational Center Regional Alternative Program
Pittsylvania County Public Schools	Danville City Public Schools	Pittsylvania County/Danville City Regional Alternative School
Powhatan County Public Schools	Goochland and Louisa County Public Schools	Project Return Regional Alternative Education Program

School Division-- Fiscal Agent	Other Participating Divisions	Program Name
Prince William County Public Schools	Manassas City and Manassas Park Public Schools	New Dominion Alternative School
Richmond City Public Schools	Hanover and Henrico County Public Schools	Metro-Richmond Alternative Education Program
Roanoke City Public Schools	Salem City Public Schools	Roanoke/Salem Regional
Roanoke County Public Schools	Bedford County Public Schools	R.E. Cook Regional Alternative School
Russell County Public Schools	Tazewell County Public Schools	Project Bridge
Scott County Public Schools	Lee County Public Schools	Renaissance Program
Stafford County Public Schools	Caroline, King George, and Spotsylvania County Public Schools; Fredericksburg City Public Schools	The Regional Alternative Education Program
Staunton City Public Schools	Harrisonburg and Waynesboro City Public Schools; Augusta County Public Schools	Genesis Alternative School
Westmoreland County Public Schools	Northumberland and Richmond County Public Schools	Northern Neck Regional Alternative Education Program
Wise County Public Schools	Dickenson County and Norton City Public Schools	Regional Learning Academy
Wythe County Public Schools	Bland County Public Schools	Wythe/Bland Alternative Education Program
York County Public Schools	Poquoson City and Williamsburg/James City County Public Schools	Three Rivers Project- Enterprise Academy

Attachment A2

Profile of Regional Alternative Education Programs – 2004-2005

Table A2.

Profile of Available Slots, Students Served, and Grades Served – 2004-2005

School Division Fiscal Agent	Grades Served by Each of the Regional Alternative Education Programs												Number of Students Served	Number of Slots Available	Number of Grades Served	Students per Grade	
	K	1	2	3	4	5	6	7	8	9	10	11					12
Bristol City								x	x	x	x	x	x	92	68	6	15
Brunswick County								x	x	x	x	x	x	105	84	6	18
Carroll County								x	x	x	x	x	x	38	29	6	6
Fairfax County								x	x	x	x	x	x	82	50	6	14
Fauquier County								x	x	x	x	x	x	134	65	6	22
Fluvanna County	x	x	x	x	x	x	x	x	x	x	x	x	x	300	66	13	23
Henry County							x	x	x	x	x	x	x	37	52	7	5
King William County							x	x	x	x	x	x	x	154	104	7	22
Lynchburg City							x	x	x	x	x	x	x	117	67	7	17
Montgomery County							x	x	x	x	x	x	x	384	116	7	55
Newport News City							x	x	x	x	x	x	x	390	166	7	56
Norfolk City							x	x	x	x	x	x	x	387	258	7	55
Northampton County										x	x	x	x	42	46	4	11
Nottoway County								x	x	x	x	x	x	122	91	6	20
Petersburg City							x	x	x	x	x	x	x	62	28	7	9
Pittsylvania County							x	x	x	x	x	x	x	73	36	7	10
Powhatan County										x	x	x	x	55	55	4	14
Prince William County							x	x	x					152	120	3	51
Richmond City							x	x	x	x	x	x	x	54	41	7	8
Roanoke City								x	x	x	x	x	x	196	220	6	33
Roanoke County				x	x	x	x	x	x	x	x	x	x	54	40	10	5
Russell County	x	x	x	x	x	x	x	x	x	x	x	x	x	235	156	13	18
Scott County							x	x	x	x	x	x	x	127	61	7	18
Stafford County										x	x	x	x	171	182	4	43
Staunton City							x	x	x	x	x	x	x	107	95	7	15
Westmoreland County							x	x	x	x	x	x	x	104	41	7	15
Wise County							x	x	x	x	x	x	x	50	59	7	7
Wythe County									x	x	x	x	x	18	25	5	4
York County							x	x	x	x	x	x	x	61	34	5	12
Totals =	2	2	2	3	3	3	19	26	27	29	29	29	29	3,903	2,455		

Attachment A3

Profile of Regional Alternative Education Program Student Status
End of School Year – 2004-2005

Table A3.

Status of Students at the End of the 2004-2005 School Year

School Division Fiscal Agent	Number of Students Served	Total Number of Students Who....									
		Remain in the Program for 2005-2006 [1]		Returned to Sending School for 2005-2006 [1]		Graduated or Received GED in 2004-2005 [1]		Dropped Out or Were Expelled/ Dismissed in 2004-2005 [1]		Otherwise Left Program During 2004-2005 [2]	
Bristol City	92	40	43%	24	26%	21	23%	7	8%	0	0%
Brunswick County	105	38	36%	16	15%	10	10%	18	17%	23	22%
Carroll County	38	12	32%	12	32%	0	0%	14	37%	0	0%
Fairfax County	82	7	9%	56	68%	3	4%	12	15%	4	5%
Fauquier County	134	60	45%	27	20%	29	22%	18	13%	0	0%
Fluvanna County	300	67	22%	156	52%	35	12%	42	14%	0	0%
Henry County	37	4	11%	21	57%	5	14%	6	16%	1	3%
King William County	154	19	12%	100	65%	24	16%	5	3%	6	4%
Lynchburg City	117	25	21%	45	38%	0	0%	6	5%	41	35%
Mongomery County	384	9	2%	32	8%	1	0%	38	10%	304	79%
Newport News City [3]	451	33	7%	239	53%	12	3%	121	27%	46	10%
Norfolk City	387	107	28%	194	50%	8	2%	78	20%	0	0%
Northampton County	42	18	43%	6	14%	13	31%	5	12%	0	0%
Nottoway County	122	17	14%	36	30%	13	11%	27	22%	29	24%
Petersburg City	62	4	6%	18	29%	6	10%	10	16%	24	39%
Pittsylvania County	73	12	16%	21	29%	8	11%	22	30%	10	14%
Powhatan County	55	13	24%	16	29%	12	22%	12	22%	2	4%
Prince William County	152	53	35%	67	44%	0	0%	4	3%	28	18%
Richmond City	54	6	11%	48	89%	0	0%	0	0%	0	0%
Roanoke City	196	123	63%	30	15%	15	8%	21	11%	7	4%
Roanoke County	54	17	31%	19	35%	8	15%	4	7%	6	11%
Russell County	235	32	14%	44	19%	123	52%	9	4%	27	11%
Scott County	127	41	32%	54	43%	29	23%	2	2%	1	1%
Stafford County	171	19	11%	88	51%	30	18%	34	20%	0	0%
Staunton City	107	52	49%	8	7%	11	10%	13	12%	23	21%
Westmoreland County	104	15	14%	86	83%	1	1%	2	2%	0	0%
Wise County	50	18	36%	16	32%	7	14%	4	8%	5	10%
Wythe County	18	3	17%	6	33%	1	6%	2	11%	6	33%
Totals =	3,903	864	22%	1,485	38%	425	11%	536	14%	593	15%

Note [1]: Estimates based on data reported by the programs and follow-up communications.

Note [2]: Includes students who may have transferred to other programs (e.g., adult programs, other high school programs, promoted/transferred), withdrawn, switched to home-bound schooling, been moved to detention/state facilities, moved to another geographic location, or otherwise left the program during the 2004-2005 school year.

Note [3]: Also includes data from York County Three Rivers Project - Enterprise Academy.

Board of Education Agenda Item

Item: _____ L. _____

Date: _____ October 26, 2005 _____

Topic: First Review of the Board of Education's 2005 Annual Report on Electronic Meetings

Presenter: Dr. Margaret N. Roberts, Executive Assistant to the Board of Education

Telephone: 804/ 225-2924

E-mail: Margaret.Roberts@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

X Board review required by

_____ X State or federal law or regulation

_____ Board of Education regulation

_____ Other: Board of Education By-laws

X Action requested at this meeting

_____ Action requested at future meeting:

Previous Review/Action:

X No previous board review/action

_____ Previous review/action

date:

action:

Background Information: § 2.2-3708.E of the Code of Virginia requires that public bodies holding electronic meetings submit an annual report detailing their experience with any electronic meetings to the Freedom of Information Advisory Council and the Joint Commission on Technology and Science. The report is due by December 15 of each year.

The Code of Virginia specifies the information that is to be included in the annual report, as follows:

§ 2.2-3708. Electronic communication meetings.

E. Any public body that meets by electronic communication means shall make a written report of the following to the Virginia Freedom of Information Advisory Council and the Joint Commission on Technology and Science by December 15 of each year:

1. The total number of electronic communication meetings held during the preceding year;
2. The dates and purposes of the meetings;
3. The number of sites for each meeting;
4. The types of electronic communication means by which the meetings were held;
5. The number of participants, including members of the public, at each meeting location;
6. The identity of the members of the public body recorded as absent, and those recorded as present at each meeting location;
7. A summary of any public comment received about the electronic communication meetings; and
8. A written summary of the public body's experience using electronic communication meetings, including its logistical and technical experience.

Summary of Major Elements: During the 2005 calendar year, the Board of Education conducted one business meeting and one committee meeting using electronic communications. The details of each meeting are contained in the attachment.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and adopt the 2005 Annual Report on Electronic Meetings.

Impact on Resources: N/A

Timetable for Further Review/Action: Following its adoption, the final report will be submitted to the Freedom of Information Advisory Council and the Joint Commission on Technology and Science, as required by the Code.

ATTACHMENT:

Board of Education 2005 Annual Report on Electronic Meetings

Summary of Electronic Meetings Held by the Board of Education

Date and Purpose of Meeting	Number of Sites: Number of Board members present	Types of Communication Used	Number of Public Participants	Public Comment
January 19, 2005: Emergency business session	3 sites: Richmond: 5 members Norfolk: 1 member Hillsville: 1 member	Telephone conference call	Richmond: 22 Norfolk: none Hillsville: none	None
July 18, 2005: Meeting of the Charter School Application Review Committee	2 sites: Richmond: 4 members Prince William Co.: 1 member	Telephone conference call	Richmond: 11 Prince William Co.: none	None

Members Present and Absent for Each Meeting

January 19, 2005:

Present at the Richmond site were Dr. Mark E. Emblidge, Mrs. Eleanor B. Saslaw, Mrs. Isis M. Castro, Dr. Ella P. Ward, Mr. David L. Johnson. Present at the Norfolk site was Mr. Thomas G. Johnson. Present at the Hillsville site was Mr. Thomas M. Jackson, Jr. Absent were Dr. Gary L. Jones and Mr. M. Scott Goodman.

July 18, 2005:

Present at the Richmond site were Mrs. Isis M. Castro, Mrs. Lynda Hyslop, and Mrs. Eleanor Saslaw. Present at the Prince William County site was Mr. Dave Cline. Absent were Dr. Mark E. Emblidge, Mrs. Gloria Hagans, Mrs. Vicki Miller, and Dr. Rick Richardson.

Summary of the Board of Education's Experience Using Electronic Communications

Meetings of the Board of Education and the Board of Education's Charter School Application Review Committee were conducted using telephone conference services provided by the VITA. The system worked well and the full agendas were completed with no difficulty. The Department of Education's staff continues to modify the technical equipment in order to improve the sound quality to and from the remote sites.

Board of Education Agenda Item

Item: _____ M. _____

Date: ____ October 26, 2005 _____

Topic: First Review of the Board of Education's 2005 Annual Report on the Condition and Needs of Public Schools in Virginia

Presenter: Dr. Margaret N. Roberts, Executive Assistant to the Board of Education

Telephone: 804/ 225-2540

E-mail: Margaret.Roberts@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

☒ Board review required by

☒ State or federal law or regulation

_____ Board of Education regulation

_____ Other:

_____ Action requested at this meeting

☒ Action requested at future meeting: Final review projected: November 30, 2005

Previous Review/Action:

☒ No previous board review/action

_____ Previous review/action:

date:

action:

Background Information: The Virginia Code sets forth the requirement that the Board of Education shall submit an annual report on the condition and needs of the public schools in Virginia. The Board of Education has submitted an annual report each year since 1971, when the requirement was initially adopted by the General Assembly.

The Code requires that the annual report contain the following information: a report on the condition and needs of the public schools as determined by the Board of Education; a listing of the school divisions and the specific schools that report noncompliance with any part of the Standards of Quality (SOQ); the full text of the current SOQ; a justification for amendments; the effective date of the current SOQ; and a listing of any amendments, if any, to the SOQ being prescribed by the Board of Education.

The following is the text of the Code of Virginia that sets forth the requirements for the Board of Education's annual report:

§ 22.1-18. Report on education and standards of quality for school divisions; when submitted and effective.

By November 15 of each year, the Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the Commonwealth and shall identify any school divisions and the specific schools therein which have failed to establish and maintain schools meeting the existing prescribed standards of quality. Such standards of quality shall be subject to revision only by the General Assembly, pursuant to Article VIII, Section 2 of the Constitution of Virginia. Such report shall include a complete listing of the current standards of quality for the Commonwealth's public schools, together with a justification for each particular standard, how long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality.

Summary of Major Elements: A working draft of the 2005 Annual Report on the Condition and Needs of Public Schools in Virginia is attached.

At the October 26th meeting, the Board of Education is requested to discuss the proposed draft and make suggestions for changes, additions, or deletions, which will be incorporated prior to the Board's final review of the report on November 30th. Several key data points omitted from the October 26th draft will be available and incorporated into the report prior to the Board's final review at the November 30th meeting.

The draft document contains the following information:

- Evidence of success for Virginia's public schools: An overview of state and national test results and other objective measures of quality.
- Listing of school divisions reporting noncompliance with any section of the Standards of Quality.
- Standards of Accreditation ratings report.
- List of schools rated Accredited with Warning: 2005.
- Overview of the needs of Virginia's lowest performing schools and divisions.
- Adequate Yearly Progress results for Virginia schools and divisions.
- The rationale for the revisions to the Standards of Quality prescribed the Board but not yet adopted or funded by the General Assembly.
- An overview of the identified needs of Virginia's public schools: 2005 and beyond.
- Board of Education's priorities for action (as identified in the Comprehensive Plan: 2005-2010).

- Demographic and statistical data for Virginia's public school system
- Full text of the Standards of Quality – as of July 1, 2005
- List of data and reports used to document the condition and needs of schools

The 2005 Annual Report on the Condition and Needs of Public Schools in Virginia will be delivered to the Governor and members of the General Assembly later than November 15 (the due date specified in § 22.1-18 of the Virginia Code) because several essential data points needed to complete the required components of the report are not expected to be available for the Board of Education's final review until the November 30th meeting.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education receive the draft report for first review and give staff suggestions for additions and changes to incorporate into the report prior to the final review on November 30, 2005.

Impact on Resources: Staff at the Department of Education prepared the attached draft; therefore, there is an administrative impact related to preparing the text of the report and the tables contained therein. In addition, there is a minimal administrative impact for preparing, photocopying, and mailing the report to the intended recipients. The fiscal impact of distributing the report is minimal because Legislative Services guidelines for submitting reports to the legislature require that the reports be submitted on-line rather than in hard copy.

Timetable for Further Review/Action: Suggested changes and additional data will be incorporated into the report, and the updated document will be presented to the Board of Education for final review and adoption at the November 30, 2005, meeting. Following the Board's final adoption, the report will be transmitted to the Governor and the General Assembly as required by the Code of Virginia. It will also be made available to the public on the Board of Education's Web site.



VIRGINIA BOARD OF EDUCATION

2005 ANNUAL REPORT

*2005
ANNUAL REPORT ON THE
CONDITION AND NEEDS
OF PUBLIC SCHOOLS IN VIRGINIA*

PRESENTED TO
THE GOVERNOR AND
THE GENERAL ASSEMBLY

(DATE)
VIRGINIA BOARD OF EDUCATION

Members of the Board of Education as of July 30, 2005



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COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
P.O. BOX 2120
RICHMOND, VIRGINIA 23218-2120

(date)

The Honorable Mark R. Warner, Governor
Members of the Virginia General Assembly
Commonwealth of Virginia
Richmond, Virginia 23219

Dear Governor Warner and Members of the Virginia General Assembly:

On behalf of the Board of Education, I am pleased to transmit the *2005 Annual Report on the Condition and Needs of Public Schools in Virginia*, submitted pursuant to § 22.1-18 of the Code of Virginia. The report contains information about the condition and needs of Virginia's public schools, including an analysis of student academic performance.

Improving academic achievement for students is the core of the Board of Education's mission. Virginia's public schools are making steady improvement in the academic achievement of the 1.2 million students enrolled statewide. The progress shown over the past few years is the result of ongoing dedication and hard work on the part of educators and students, as well as the wise use of resources, both human and financial. To get the results we are seeking, we must maintain our sharp focus on the goal of shared accountability for student achievement and school improvement. The Board of Education cannot achieve this goal alone. Our partners at the state and local levels, parents, students, and educators in schools, colleges, and literacy programs have essential roles to play.

The Board of Education is grateful for the cooperation and support the Governor and General Assembly have given to Virginia's school improvement efforts. As we look to the future, the members of the Board of Education pledge to remain focused on providing the best educational opportunities and the brightest future for the young people enrolled in Virginia's public schools.

Sincerely,

(Signature here)

Thomas M. Jackson, Jr.
President

Statutory Requirement for the Annual Report

The Code of Virginia, in § 22.1-18, states:

By November 15 of each year, the Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the commonwealth and shall identify any school divisions and the specific schools therein which have failed to establish and maintain schools meeting the existing prescribed standards of quality. Such standards of quality shall be subject to revision only by the General Assembly, pursuant to Article VIII, Section 2 of the Constitution of Virginia. Such report shall include a complete listing of the current standards of quality for the commonwealth's public schools, together with a justification for each particular standard, how long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality.

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Executive Summary: **2005 Annual Report on the Condition and Needs of Public Schools in Virginia**

The 2005 Annual Report on the Condition and Needs of Public Schools in Virginia summarizes information on the most significant information to document the condition and needs of public schools in Virginia. The report contains the following information:

- An assessment of local school division compliance with the Standards of Quality (SOQ) and the Standards of Accreditation (SOA);
- Complete text of the Standards of Quality (SOQ) as prescribed by the Board of Education and adopted by the 2005 General Assembly.
- A listing of the divisions and schools reporting noncompliance with SOQ and SOA requirement;
- A progress report on the academic performance of Virginia's students using various measures;
- An overview of the significant needs of the public schools that must be addressed in order to continue and enhance the academic progress made in recent years.

Highlights of the findings regarding the condition and needs of the public schools include the following:

- (Summary of SOQ compliance report)
- (Summary of SOA report)
- Schools that are struggling to improve student achievement need additional help to use classroom instructional time effectively and to monitor the implementation of effective programs. Teachers and administrators also need additional assistance in using data to improve classroom instruction.
- This year, 80 percent of Virginia's public schools met or exceeded No Child Left Behind achievement objectives, compared to 74 percent last year.

- While many objective measures show that the academic performance of Virginia’s students is steadily improving, all of Virginia’s schools face significant challenges in the next five to 10 years to keep the forward momentum going. The challenges include the following:
 1. The demand for ever-increasing levels of skills and knowledge—including career and technical skills—for all students, which presents the particular challenge to address the needs of students of poverty, students who possess limited English proficiency, and students at risk of academic failure;
 2. A predicted teacher and administrator shortage that will affect the supply, quality and diversity of teachers and administrators working in the state’s schools, especially those schools that are hard to staff due to factors beyond the control of the school system such as difficult economic circumstances in the community;
 3. The need for the state to provide meaningful, on-going technical assistance to school divisions that are struggling to meet state’s academic standards;
 4. Barriers to learning—in particular, those affecting the critical years from birth to age 5— and conditions in homes and communities that threaten the well-being of children and prevent them from leading healthy, responsible and safe lives, such as child abuse and neglect, family violence, crime, and substance abuse;
 5. The rapid growth in technology and other career/technical fields that threatens to create a generation of underskilled and underemployed workers if students are not prepared to meet those challenges; and
 6. The changing demographics of Virginia’s schools, in which nearly all communities are experiencing significant growth in the number of students from different cultural, ethnic, and linguistic backgrounds, thereby presenting challenges to ensure that all students are successful in school.

Based upon the needs of the public schools, the Board of Education’s priorities for action are as follows:

Objective 1: The Board of Education will improve the quality standards for all public schools in Virginia.

Objective 2: The Board of Education will provide leadership to help schools and school divisions close the achievement gap and increase the academic success of all students.

Objective 3: The Board of Education will work to ensure meaningful, on-going professional development for teachers and administrators.

Objective 4: The Board of Education will support accountability for all schools, with a focus on assisting chronically low-performing schools and school divisions.

Objective 5: The Board of Education will work cooperatively with partners to help ensure that young children are ready for school.

Objective 6: The Board of Education will assist teachers to improve the reading skills of all students, kindergarten through grade 12.

Objective 7: The Board of Education will continue efforts to enhance the training, recruitment, and retention of highly qualified teachers, educational support personnel, and administrators, with a focus on the needs of hard-to-staff schools.

Objective 8: The Board of Education will provide leadership for implementing the provisions of state and federal laws and regulations smoothly and with minimal disruption to local divisions.

2005 Annual Report on the Condition and Needs of Public Schools in Virginia

Improving Schools and Measuring Success

How much are the students in Virginia schools learning? Will they be able to compete with their counterparts from other states? Will they be able to get and keep good jobs in an international economy? What is the Board of Education doing to help Virginia's schools improve? These are the questions parents, businessmen, elected officials, and educators across the state are asking. These are some of the questions the information in this report is intended, at least in part, to answer.

The Board of Education's 2005 Report on the Condition and Needs of Public Schools in Virginia highlights the success as well as the challenges faced by the commonwealth's public school system. Producing well-educated adults is a complex undertaking. Schools matter, and so do families and communities as a whole. The Board of Education, working with its many partners, has a responsibility to help localities provide the best possible public education system for all students – regardless of wealth, race, ethnicity, disability or place of birth. As a result, the Board of Education's goal is to ensure that all students achieve standards of excellence, no matter what community they reside in or what challenges they face.

Evidence of Success for Virginia's Public Schools

In Virginia, educators have been implementing education reforms for some time now. They are deep in the throes of educating a student body that is substantially more diverse than in recent years and educating students to a higher standard than before. Teachers and administrators face many obstacles that make this a daunting task, but their commitment to success is impressive, and Virginia's public schools have made steady, impressive progress. Academic standards are in place, and educators are implementing them. Virginia has a valid and reliable assessment system to gauge student progress, and accountability goals are set for English, mathematics, science, and history and social science. Thus, the groundwork for excellence is in place.

How do the citizens of Virginia know that the public schools are improving? Objective results show clear and steady improvement on a number of important measures of school quality, including the following measures:

Standardized Test Results Show Steady Improvement in Academic Performance of Students:

- The Commonwealth of Virginia made Adequate Yearly Progress (AYP) on federal No Child Left Behind (NCLB) achievement benchmarks in reading and mathematics.
 - ✓ 80 percent of Virginia schools (1460 of 1,821 schools) made AYP compared to 74 percent in 2004.
 - ✓ 48 percent of Virginia school divisions (63 of 132) made AYP compared to 22 percent in 2004.

College Entrance Exam Results Show Improvement:

- Virginia mathematics SAT I scores surged in 2005.
 - ✓ Virginia public school students made the largest increase (6-points) in mathematics scores among SAT states.
 - ✓ Mathematics scores rose to 512, which is the highest in Virginia's history, and 19-points higher than when the Standards of Learning were adopted in 1995.
 - ✓ African-American students improved their mathematics scores by 8-points and achieved scores equal to the national average for their subgroup.
- Virginia Verbal SAT I scores increased in 2005.
 - ✓ Virginia public school students increased their verbal scores by 2-points.
 - ✓ Verbal scores rose to 513, which is 11-points higher than when the Standards of Learning were adopted in 1995.
 - ✓ African-American students improved their verbal scores by 3-points and achieved scores 6-points higher than the national average for their subgroup.

More High School Students Are Earning College Credit through Advanced Placement Programs:

- More Virginia students earned college credit on Advanced Placement exams.
 - ✓ The number of Virginia public school students who took at least one Advanced Placement (AP) exam increased by 13.7 percent, from 34,114 in 2004 to 38,787 in 2005.
 - ✓ The number of AP exams earning a score of 3 or higher (college credit) increased by 10.9 percent in 2005.
 - ✓ 60.4 percent of all AP exams taken earned a 3 or higher, compared with 57.5 percent for the nation.
 - ✓ The number of African-American and Hispanic students taking AP exams and earning college credit increased significantly.

(Statement re: NAEP results to be added here.)

Career and Technical Preparation Opportunities Are Expanding:

Certain career and technical education (CTE) courses enable student completers to earn industry certification, a state license, and/or a national certification. These credentials are beneficial (and sometimes essential) to students seeking employment in a career field or occupational specialty. In addition, students who obtain these credentials earn verified credits toward graduation. Students received 5,487 industry certification assessments/licensures/credentials during the 2004-2005 school year. This was an increase of 49.40 percent over the 2003-2004 school year.

In order for students to obtain industry certification or state licensures, their teachers must also be certified. As of this fall, 1,525 teachers have received industry certification from state sponsored industry certification academies. According to a July 2005 state survey, 2,349 CTE teachers were reported as industry certified in one or more areas with some teachers having received industry certifications through either local training or on their own. Approximately 62 percent of career and technical education teachers have industry certification either through Department of Education academies or attainment on their own.

Compliance with the Requirements of the Standards of Quality

Each year, staff members of the Department of Education collect self-assessment data from school divisions on their compliance with the provisions of § 22.1-253.13:1 through 22.1-253.13:8 of the Code of Virginia (Standards of Quality). In 1994, a simplified method of collecting information was developed to determine compliance with the SOQ that parallels the accreditation system. The chairman of the school board and division superintendent certify compliance with the standards to the Department of Education.

Where divisions indicate less than full compliance with the standards, corrective action plans for the noncompliance items are required. See Appendix D for a listing of the information and data used by the Department of Education staff to monitor and verify compliance.

Listed below are the school divisions that reported noncompliance with provisions of the SOQ. The data are for the 2004-2005 school year and for the Standards of Quality that were in effect as of July 1, 2004.

(Data will be added prior to adoption of final report.)

§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.

§ 22.1-253.13:3 Standard 3. Accreditation, other standards and evaluation.

§ 22.1-253.13:4. Standard 4. Student achievement and graduation requirements.

§ 22.1-253.13:5. Standard 5. Teacher quality and educational leadership.

§ 22.1-253.13:6. Standard 6. Planning and public involvement.

§ 22.1-253.13:7. Standard 7. School board policies.

Compliance with the Requirements of the Standards of Accreditation

(Statement on statewide results to be added here.)

Percent of Public Schools Rated Fully Accredited: 1998-2005

Year	Percent of Schools
1998	2 %
1999	6.5 %
2000	22.6 %
2001	39.7 %
2002	64.2 %
2003	78 %
2004	84 %
2005	

Condition and Needs of Virginia's Lowest Performing Schools and School Divisions

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), require any school rated as “accredited with warning” to undergo an academic review. It is the responsibility of the Department of Education to develop and administer the academic review process in accordance with guidelines adopted by the Board.

In 2004-2005, 255 schools were accredited with warning. Two divisions (Fairfax County and Waynesboro City) requested and received permission to conduct their own reviews for eight warned schools. A total of 33 warned schools in four divisions (Lee County, Sussex County, Petersburg City, and Richmond City) were provided technical assistance as a part of the division-level review process. Four schools accredited with warning employed turnaround specialists and were not subject to traditional reviews. A total of 208 warned schools received technical assistance through the school-level academic review process.

The Department of Education conducted the reviews and analyzed data using information from the final reports and school staff evaluations. Data were used to identify specific indicators most often cited as needing improvement and essential actions most commonly cited by the academic review teams. An analysis of data from academic reviews conducted during the past school year revealed the following areas of *strength*:

1. Making curriculum resources and supplementary materials available for use by teachers;
2. Providing opportunities for students to take tests that are similar in content and format to state assessments;
3. Maintaining a safe and orderly environment for learning;
4. Assessing student progress on a regular basis; and
5. Allocating resources to extend learning time beyond the regular school day.

The analysis of data also revealed the following areas of *weakness*:

1. Curriculum alignment and instructional delivery
 - Differentiating instruction to meet the identified needs of individual students and groups of students;
 - Providing students with learning experiences that engage them in active learning; and
 - Using student performance data to develop daily lesson plans that reflect consideration of the learning strengths and needs of students.
2. Professional development opportunities provided to staff
 - Designing an ongoing, school-based program of professional development that is based on the analyses of data and is aligned with the school's goals for improving student achievement;
 - Monitoring the degree to which new practices are implemented and prescribed; and
 - Providing opportunities for teachers to experiment, practice, and obtain feedback as they integrate newly learned skills into their repertoire of instructional practices.
3. Use of instructional time and school scheduling practices
 - Organizing instruction and structuring lessons to maximize student time-on-task;
 - Maintaining a high level of student engagement throughout the lesson; and
 - Regularly monitoring the use of instructional time in classrooms.
4. Use of data to make instructional and planning decisions
 - Using results of data analyses to design, monitor, and evaluate instructional programs, support services, and professional development activities;
 - Analyzing data over time to look for trends in student performance and to identify strengths and limitations of instructional programs and services; and
 - Training staff in collecting and analyzing data to identify relevant goals and objectives for school improvement planning and to monitor the plan's implementation and evaluate improvements over time.

School improvement is an ongoing process and the school-level academic review provides a synopsis of the school's strengths and weaknesses at one point in time. The follow-up technical assistance visits by the Department of Education review teams are critical to the school's continued improvement. The SOA requires that schools accredited with warning submit a three-year school improvement plan, and an on-site review has been completed in each school year for those schools that have been warned in consecutive years.

Condition and Needs of Virginia's Schools as Identified by Adequate Yearly Progress Results

Eighty percent of Virginia's public schools met or exceeded No Child Left Behind Act (NCLB) achievement objectives during the 2004-2005 school year. Of the 1,821 schools that earned Adequate Yearly Progress (AYP) ratings, 1,460, or 80 percent, met the federal education law's requirements for increased student achievement, compared with 74 percent during the previous year. Virginia's objectives for achievement in reading and writing during 2004-2005 were four points higher than in 2003-2004.

AYP ratings are based on the achievement of students on statewide assessments in reading, mathematics, and, in some cases, science. In Virginia, these assessments include Standards of Learning (SOL) tests, substitute tests of equal or greater rigor such as Advanced Placement examinations, English language proficiency tests taken by students learning English, and the Virginia Alternate Assessment Program for students with disabilities.

For a Virginia school or school division to have made AYP during 2004-05, at least 65 percent of students overall and of students in all subgroups (white, black, Hispanic, LEP, students with disabilities, and economically disadvantaged) must have demonstrated proficiency on statewide tests in reading, and 63 percent of students overall and in all subgroups must have demonstrated proficiency in mathematics. The benchmarks for proficiency during 2003-2004 were 61 percent for reading and 59 percent for mathematics.

Schools, school divisions, and states also must meet annual objectives for participation in testing and for attendance (elementary and middle schools) and graduation (high schools). Schools, school divisions, and states that meet or exceed these objectives are considered to have satisfied the law's definition of Adequate Yearly Progress toward the goal of 100 percent proficiency of all students in reading and mathematics by 2014.

The State Made AYP:

During 2003-2004, the state met or exceeded 28 of the 29 objectives. The commonwealth made AYP for the first time since NCLB was signed into law in 2002 as students overall and all student subgroups in Virginia exceeded or met the achievement objectives for 2004-2005. Virginia's achievement objectives for 2004-2005 were among the highest in the nation because of the progress students have made since 1995 under the SOL program.

Virginia's Local Divisions Made AYP:

Sixty-three of Virginia's 132 local school divisions made AYP during 2004-2005, compared with 29 during the previous year. Of the 68 school divisions that did not make AYP, 26 met all but one of the 29 objectives for achievement and participation in testing. Twenty-four school divisions met 27 of the 29 objectives and 9 divisions met 26 of the objectives. The AYP rating status of one division remains to be determined.

AYP for Virginia School Divisions

	Made AYP	Did Not Make AYP	To Be Determined	Total
School Divisions	63 (48%)	68 (52%)	1 (1%)	132

Virginia's Schools Made AYP:

Of the 338 schools that did not make AYP during 2004-2005, 140 met all but one of the federal law's 29 objectives for achievement, participation in statewide testing, attendance, and/or graduation. Seventy-six schools met all but two benchmarks, and 55 schools met all but three of the 29 AYP objectives. Taken together, 1,731, or 95 percent of Virginia's schools either made AYP or achieved at least 26 of the objectives.

Adequate Yearly Progress (AYP) for Virginia Public Schools

	Made AYP	Did Not Make AYP	To Be Determined	Total
Schools	1,460 (80%)	338 (19%)	23 (1%)	1,821

Performance of Sub-groups of Students:

Limited English Proficient (LEP) students, disadvantaged students, and students with disabilities made 5-point gains in reading achievement during 2004-2005. Black students and Hispanic students each made four-point gains in reading and narrowed achievement gaps with white students.

Performance of Students with Disabilities:

Students with disabilities met the objectives for reading and mathematics. The percentages (14 percent for reading and 17 percent for mathematics) represent students with disabilities who demonstrate proficiency on modified achievement standards.

Reading Achievement Improved:

Overall student achievement in reading increased, with 81 percent of Virginia students passing tests in reading compared with 79 percent during 2003-2004.

- Black students achieved a 70 percent pass rate in reading, compared with 66 percent during the previous year.
- The reading achievement of disadvantaged students increased five points, from 64 percent to 69 percent.
- LEP students demonstrated a five-point increase in reading proficiency by achieving a 70 percent pass rate in 2004-2005, compared with 65 percent during the previous year.
- Hispanic reading achievement increased four points, from 69 percent in 2003-2004 to 73 percent in 2004-2005.
- White students achieved an 87 percent pass rate in reading, a two-point increase from 85 percent during 2003-2004.
- Students with disabilities achieved a 56 percent pass rate, compared with 51 percent in 2003-2004.

Mathematics Achievement Improved:

The percentage of Virginia students passing mathematics tests increased to 84 percent in 2004-2005, compared with 83 percent during 2003-2004. Students with disabilities achieved the largest increase in mathematics.

- Seventy-three percent of black students passed assessments in mathematics, compared with 70 percent during 2003-2004.
- The mathematics achievement of disadvantaged students increased to 74 percent compared with 72 percent during the previous year.
- The achievement of LEP students in mathematics rose one point to 77 percent, compared with 76 percent during 2003-2004.
- Hispanic mathematics achievement increased to 77 percent compared with 76 percent during the previous year.
- The achievement of white students in mathematics increased to 89 percent from 87 percent.
- Students with disabilities increased achievement in mathematics by four points, from 57 percent to 61 percent.

Student Performance in Science—Same as Previous Year:

Eighty-four percent of Virginia students passed tests in science, the same percentage as in 2003-2004. All student subgroups showed improved performance in science.

- Black students achieved a 72 percent pass rate in 2004-2005, compared with 70 percent during 2003-2004.
- Seventy-three percent of economically disadvantaged students passed science tests, compared with 71 percent during the previous year.
- LEP students achieved a pass rate of 68 percent in science compared with 67 percent during the previous year.
- The percentage of Hispanic students demonstrating proficiency in science increased by one point to 73 percent.
- The achievement of white students in science was unchanged, with 90 percent passing state science tests.
- The achievement of students with disabilities was unchanged at 64 percent.

Title I School Improvement:

Title I schools that do not make AYP in the same subject area for two consecutive years are identified for Title I School Improvement. These schools receive funding under Title I of NCLB to provide educational services to low-income children and are the focus of most of the accountability provisions of the law. These sanctions increase in severity if a school fails to make AYP in the same subject area for additional consecutive years. A Title I school escapes federal sanctions by making AYP for two consecutive years.

Eight out of 10, or 609 of the commonwealth's 763 Title I schools made AYP during 2004-2005. Thirteen Virginia Title I schools that had previously been sanctioned for low achievement made AYP for a second consecutive year and exited school-improvement status. Of the Title I schools that did not make AYP, 49 met all but one of the 29 AYP objectives, 35 met all but two objectives, and 30 met all but three. The AYP status of 9 Title I schools remains to be determined.

Prescribed Revisions to the Standards of Quality: Recommendations and Rationale

During 2003, the Board of Education prescribed new provisions to the Standards of Quality, which were presented to the General Assembly for consideration, adoption, and funding. The 2004 and 2005 sessions of the General Assembly adopted and funded many of the Board's revisions.

However, several policy changes that were prescribed by the Board in June 2003 were not enacted or funded by the 2004 or 2005 General Assembly. Nonetheless, the Board concluded that the changes were necessary in order to: 1) provide consistent staffing requirements for principals of elementary, middle, and high schools; 2) provide for the same staffing levels for assistant principals in all elementary, middle, and high schools; 3) reduce the caseload for speech-language pathologists as the result of a review prescribed by the 2003 General Assembly; and 4) provide for reading specialists at a ratio of one position per 1,000 students to prevent or ameliorate reading deficiencies. Improving the state-funded standards in these four areas would bring the state-supported standards closer to actual practice in school divisions, but more importantly, the funded standards would reflect the Board of Education's recommended best practice.

The remaining provisions that will be presented to the 2006 session of the General Assembly for consideration are as follows:

- Providing for one full-time principal in every elementary school - The current elementary principal standard in the SOQ funds one-half position up to 299 students in a school and one full-time position at 300 or more students in a school. The proposed change would provide elementary schools with the same staffing levels for principals as middle schools and high schools. The additional state cost is estimated to be \$6.6 million in fiscal year 2005 and \$6.7 million in fiscal year 2006.
- Providing for one full-time assistant principal per 400 students in all schools (K-12) - The current elementary assistant principal standard in the SOQ funds one-half position between 600 and 899 students in a school and one full-time position at 900 or more students in a school. The current middle and secondary assistant principal standard in the SOQ funds one full-time position per 600 students in a school. The additional state cost is estimated to be \$44.0 million in fiscal year 2005 and \$45.8 million in fiscal year 2006.
- Reducing the caseload for speech-language pathologists - The current caseload standard in the SOQ model would change from 68 students to 60 students per speech-language pathologist. The additional state cost is estimated to be \$3.4 million in fiscal year 2005 and \$3.3 million in fiscal year 2006.
- Providing for one reading specialist per 1,000 students (in K-12) - The cost for this initiative is determined by generating positions at one per 1,000 students division-wide for grades kindergarten to twelve. Salary and benefits are applied to these positions based on the related assignment of those positions to elementary and secondary students. The additional state cost is estimated to be \$36.7 million in fiscal year 2005 and \$37.4 million in fiscal year 2006.

The Needs of Virginia's Public Schools: 2005 and Beyond

At its annual planning session in April 2005, the Board of Education engaged in an in-depth discussion of the challenges faced by our public schools now and for the near future. During the discussion, which was led by Ms. Brenda Welburn, executive director of the National Association of State Boards of Education (NASBE), the Board of Education members identified critical issues and needs for public education in Virginia. The Board identified emerging critical issues, including the following:

- Helping chronically low-performing divisions and schools
- Providing technical assistance to divisions and schools that do not make AYP
- Helping to correct dysfunctional school boards
- Exploring and promoting alternative paths toward school improvement
- Helping school divisions meet complex requirements of state and federal laws and regulations
- Meeting state-level requirements under state and federal laws and regulations in ways that are helpful to local divisions
- Revamping high school programs to make the programs as relevant and productive as possible for meeting student needs
- Maintaining and improving the system of school accreditation
- Helping to provide strong career and technical education programs
- Revamping and improving the academic review process, including the division-level review process
- Expanding instructional support services (i.e., guidance counseling programs)
- Attracting and retaining high quality teachers/administrators
- Ensuring quality teacher preparation and licensure programs and policies
- Helping to provide high quality professional development for classroom teachers and other school personnel
- Advocating for better, competitive teacher salaries
- Assisting children with the most need
- Preventing dropouts and devising alternative programs to address their needs
- Maintaining services and support for high achieving students
- Closing the achievement gap among groups of students
- Addressing the needs of minority and ESL students
- Advocating for and partnering with other entities involved in early childhood education programs, especially those programs for the birth to age 5 group
- Serving students in the middle; i.e., the average child

Board of Education's Priorities for Action

The Board of Education has set forth a comprehensive plan of action for the coming years. More details for the plan of action may be found in the Board of Education's Comprehensive Plan: 2005-2010, which may be viewed on the Board of Education's Web site at the following address: http://www.pen.k12.va.us/VDOE/VA_Board/comprehensiveplan.pdf. The plan outlines eight objectives, along with strategies and activities that will provide the framework for the Board of Education's focus for the near future.

The Board of Education's priorities for action are as follows:

Objective 1: The Board of Education will improve the quality standards for all public schools in Virginia.

Strategies/Activities to meet Objective 1:

- Review and revise the Standards of Quality: 2007 and 2009.
- Work with 2006 General Assembly to ensure adoption and funding of changed to SOQ prescribed by the Board (remaining four items described in this report).
- Review and revise the Standards of Accreditation.

Objective 2: The Board of Education will provide leadership to help schools and school divisions close the achievement gap and increase the academic success of all students.

Strategies/Activities to meet Objective 2:

- Review and revise the Standards of Learning:
 - ✓ Computer/Technology: 2005
 - ✓ Fine Arts: 2006
 - ✓ Foreign Language: 2007
 - ✓ Health, Physical Education, and Driver Education: 2008
 - ✓ History and Social Sciences: 2008
 - ✓ Mathematics: 2009
 - ✓ English: 2009
 - ✓ Science: 2010
- Support professional development and technical assistance for instructional staff, especially in low-performing schools.
- Support a focus on civics and financial literacy to ensure the preparation of all students to be productive citizens.
- Review the English Proficiency Standards and revise as necessary.
- Support programs and initiatives to expand opportunities for students to earn a high school diploma.
- Establish policies regarding the new numeracy and literacy assessments for students with disabilities pursuing the modified standard diploma.
- Establish policies regarding the revised Virginia Alternate Assessment Program.
- Establish modified achievement standards for students with disabilities who can make significant progress but may not reach grade-level achievement standards within the same time frame as other students.

Objective 3: The Board of Education will work to ensure meaningful, on-going professional development for teachers and administrators.

Strategies/Activities to meet Objective 3:

- Support professional development and technical assistance for professional educational personnel, working with professional education associations and teacher educators.
- Promote the identification of industry certifications opportunities for all teachers who lack such credentials.
- Support, in conjunction with local divisions, professional development strategies that the local schools, especially those in small school divisions, will use to help ensure the development of highly qualified professional educational personnel and paraprofessionals.

Objective 4: The Board of Education will support accountability for all schools, with a focus on assisting chronically low-performing schools and school divisions.

Strategies/Activities to meet Objective 4:

- Receive periodic reports of findings of academic review teams, review and adopt policies to address recommendations in team reports, and continue to refine the academic review and division level review procedures.
- Adopt strategies for closing the achievement gap between high- and low-performing groups of students.
- Support efforts to establish a state-level education information management system (EIMS) that will enable the department to meet increasing state and federal reporting requirements and enable stakeholders at all levels of education to make informed educational decisions based on accurate and timely information.
- Promote technical assistance on research-based instructional interventions that help improve the academic achievement in schools that are low-performing and those that are identified as in need of improvement under the NCLB Act.
- Continue to review and approve instructional methods and/or models for implementation in low-performing schools.
- Address measures to be taken in schools whose accreditation is denied.
- Support programs that assist schools and students meet performance expectations.

Objective 5: The Board of Education will work cooperatively with partners to help ensure that young children are ready for school.

Strategies/Activities to meet Objective 5:

- Establish academic standards to support preparation for pre-school students to be ready to successfully enter into kindergarten.
- Continue to cooperate with other entities involved in developing and implementing *Virginia's Foundation Blocks for Early Learning: Standards for Literacy and Mathematics*.
- Support the Virginia Preschool Initiative.
- Support the Title I Preschool programs.
- Support the Early Childhood Special Education Program.

- Support the Even Start Family Literacy Program.
- Seek ways to cooperate with and encourage the Head Start programs.

Objective 6: The Board of Education will assist teachers to improve the reading skills of all students, kindergarten through grade 12.

Strategies/Activities for meeting Objective 6:

- Ensure the communications and literacy skills of teachers by implementing the requirement for the reading assessment for initial licensure for teachers in the early grades.
- Provide leadership for preschool to adult literacy initiatives, including programs that address the needs of speakers of languages other than English.
- Support teacher preparation programs and pre-service programs for teachers to improve their skills in teaching reading

Objective 7: The Board of Education will continue efforts to enhance the training, recruitment, and retention of highly qualified teachers, educational support personnel, and administrators, with a focus on the needs of “hard to staff” schools.

Strategies/Activities to meet Objective 7:

- Support initiatives to increase the number of high quality teachers, especially for hard-to-staff schools, such as the mentoring programs in hard-to-staff schools, the Virginia Middle School Teacher Corps, and other incentive programs for qualified teachers.
- Support executive education opportunities, such as the Turnaround Specialist Program to assist established school administrators in providing skilled leadership in chronically low-performing schools.
- Support the implementation of recommendations for the preparation of school leaders outlined by the Commission to Review, Study and Reform Educational Leadership.
- Ensure that incentives for National Board Certification are aligned with efforts to help hard-to-staff schools including placing National Board Certified Teachers in such schools, encouraging teachers from these schools to pursue National Board Certification, and introducing a service component in state school improvement efforts into state supports for National Board teachers.
- Support full compliance with NCLB and IDEA requirements for highly qualified paraprofessionals, general, and special education teachers and for professional development of teachers.
- Promote increasing the pool of teachers entering the profession through the career switcher program to teach in general and critical shortage areas.
- Support strategies for recruitment and retention of highly qualified teachers through the Teacher Quality Enhancement grant.
- Adopt revisions to regulations governing preparation and licensure requirements for school personnel.
- Support ways to attract and retain career and technical education teachers whose training and expertise meet the demands of students and employers in the commonwealth.

Objective 8: The Board of Education will provide leadership for implementing the provisions of state and federal laws and regulations smoothly and with minimal disruption to local divisions.

Strategies/Activities for meeting Objective 8:

- Continue to monitor progress of schools, divisions, and the state in meeting Adequate Yearly Progress (AYP) requirements.
- Receive annual report cards on progress of students in meeting state standards, graduation rates, elementary school attendance rates, names of schools needing improvement, professional qualifications of teachers, percentages of students not tested, and other information as required by NCLB.
- Support the administration of new SOL tests annually in English (reading/language arts) and in mathematics for grades 3 through 8.
- Support Virginia's participation in NAEP program in reading and math for 4th and 8th grades.
- Support school divisions in conducting annual assessment in English language proficiency for all limited English proficient (LEP) students.
- Support programs of technical assistance for schools identified as in the first and second year of school improvement.
- Support procedures to disseminate via the Web site notices to parents and the public of any pending corrective actions, as required by NCLB.

Closing Statement by the Virginia Board of Education

Today's generation of young people can and will achieve more than preceding generations. The ongoing challenge for public education is to continuously improve the teaching and learning process so that all students can meet expectations for their learning. Schools must also be held accountable for results, and the state and local communities must provide the resources for schools to be successful. By many objective measures, Virginia's educators, students, and local communities are rising to that challenge. Virginia's schools are headed in the right direction, and all citizens should be encouraged by and proud of the results.

The condition and needs of Virginia's public schools described in this report should be viewed as guideposts for action. While the results of student performance on a variety of objective measures echo students' strengths, the results also point toward critical areas of need that will undermine Virginia's future success if not addressed quickly and effectively. The point that cannot be missed is this: Public education benefits everyone. It is key to ensuring quality of life for Virginia's citizens both now and in the future. The Board of Education pledge to remain focused on providing the best educational opportunities and the brightest future for the young people enrolled in Virginia's public schools.

APPENDICES

**Appendix A:
Virginia's Public Schools: Demographic and Statistical Data**

**Appendix B:
Schools Rated Accredited with Warning: 2005**

**Appendix C:
Standards of Quality – as of July 1, 2005**

**Appendix D:
List of Data and Reports Used to Document the Condition and Needs of the
Public Schools in Virginia and Compliance with the
Standards of Quality**

Appendix A: Virginia's Public Schools: Demographic and Statistical Data

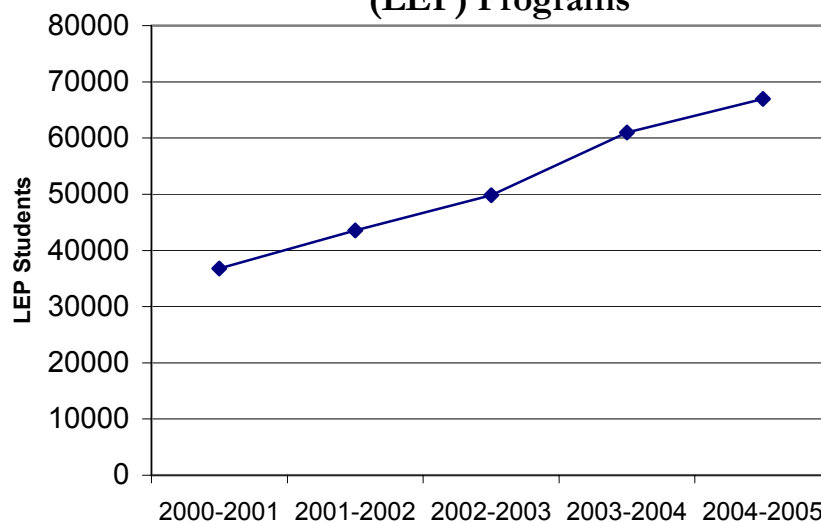
Enrollment in the Public Schools Statewide (September 30 fall membership report)

2004-2005: 1,205,003

2003-2004: 1,192,076

2002-2003: 1,177,229

Enrollment in Limited English Proficient (LEP) Programs



Enrollment in Career and Technical Education (CTE) Programs

2004-2005: 597,254

2003-2004: 585,115

2002-2003: 574,686

(Note: Students are counted for each CTE class taken;
therefore, some students are counted more than once.)

Enrollment in Special Education Programs

2004-2005: 175,577

2003-2004: 172,525

2002-2003: 169,303

2001-2002: 164,878

Enrollment in Gifted Education Programs

2003-2004: 173,207

2002-2003: 147,832

Number of Students Eligible for Free and Reduced-Price Lunch Program

Year	Eligible Students	Percent of Statewide Enrollment
2001-2002	348,880	31.30 percent
2002-2003	362,477	31.81 percent
2003-2004	374,437	32.63 percent
2004-2005	387,554	33.48 percent

Enrollment in Advanced Programs

Program Type	2001-2002	2002-2003	2003-2004
Governor's School programs	4,056	3,194	3,419
Seniors awarded International Baccalaureate Diploma	567	562	552
Seniors enrolled in International Baccalaureate programs	1008	897	871
Students taking one or more Advanced Placement courses	35,032	36,254	40,269
Students taking one or more Advanced Placement exams	NA	29,202	32,043
Students taking one or more college courses	12,734	13,328	13,915

Program Completion Information (shown as percent of total number of graduates)

Completion Type	2001-2002	2002-2003	2003-2004
Advanced Studies Diploma	46.2	46	45.6
Certificate of Completion	0.9	0.9	0.9
GED-Alternative Program	1.2	1.2	1.4
GED- ISAEF Program	1.9	1.3	1.8
Modified Standard Diploma	0.3	0.5	1.9
Special Diploma	2.5	2.6	3.5
Standard Diploma	47	47.4	44.9

School Safety Data

Violation Type	2001-02	2002-03	2003-04
Fights	25,084	26,258	22,438
Firearms	71	82	92
Other Weapons	1,813	1,824	2,170
Serious Violence	7,301	7,493	7,241

2004 Standards of Learning Test Results (shown as percentage of students passing by subgroup)

SOL Test	All Students	Black	Hispanic	White	Disabled	Disadvantaged	Limited English Proficient
English	81	70	73	87	56	69	70
Mathematics	84	73	77	89	61	74	77
Science	84	72	73	90	64	73	69

Statewide Dropout Information by Ethnic Subgroup (shown as a percent of total enrollment)

Year	All Students	American Indian	Asian	Black	Hispanic	Unspecified	White
2000-01	2.5	4.9	1.9	3.5	4.6	NA	1.9
2001-02	2.0	2.8	1.5	2.8	3.9	NA	1.6
2002-03	2.2	2.9	1.6	3.4	4.9	1.1	1.5
2003-04	2.0	1.8	1.6	3.2	5.4	2.9	1.3

Professional Qualifications of Teachers (shown as a percentage of teachers meeting the federal definition of "Highly Qualified")

	2002-2003	2003-2004
Statewide	83.5%	94.5%
In High Poverty Schools	77.1%	92.2%
In Low Poverty Schools	87.4%	96.5%

Highest Degrees Held by Teachers in Virginia (2003-04 school year)

- 56.8 percent hold bachelor's degrees (compared to 56.3 in 2002-03 school year)
- 41.9 percent hold master's degrees (compared to 42.3 in the 2002-03 school year)
- 0.5 percent hold doctorate degrees (compared to 0.6 in the 2002-03 school year)
- 0.8 percent unknown--These teachers should be those holding technical professional licenses without degrees.

Provisional and Special Education Conditional Licenses (2003-2004 school year)

- 8.0 percent of teachers were teaching on provisional licenses (compared to 9.2 the 2002-03 school year).
- 2.1 percent of teachers were teaching on special education conditional licenses (compared to 2.5 percent in the 2002-03 school year).

Total Number of Teachers and Administrators in Virginia's Public Schools: 2004-2005

Teachers: 89,446
Administrators: 4,017
Total: 93,463

Number of Initial Teaching Licenses Issued by the Virginia Department of Education: 2003-2004

Awarded to in-state applicants: 5,890
Awarded to out-of-state applicants: 4,692

Total Number of Home-Schooled Students in Virginia

2004-2005: 17,448
2003-2004: 18,102
2002-2003: 16,542

Statewide Average Daily Attendance Percentages

2003-2004: 95.0 percent
2002-2003: 94.9 percent
2001-2002: 95.0 percent

Type of Diploma Awarded to Graduates: 1999-2000 through 2003-2004

Completion Type	1999-00	2000-01	2001-02	2002-03	2003-04
Advanced Studies Diploma	51.82%	52.57%	46.19%	46.17%	47.5%
Standard Diploma	43.56%	41.77%	47.03%	47.16%	46.9%
Special Diploma	1.86%	1.93%	2.49%	2.67%	3.6%
Modified Standard Diploma	N/A	.05%	0.31%	0.54%	1.9%
Certificate of Program Completion	0.99%	0.88%	0.86%	0.90%	N/A
Did Not Graduate	4.38%	3.62%	4.41%	4.71%	5.7%

General Fund (GF) Legislative Appropriations— Total State, Total K-12, Total Direct Aid to Public Education: FY 1995 through 2006

Fiscal Year	Total GF Appropriation for Operating Expenses	Total K-12 GF Appropriation	Total K-12 GF Appropriation as a % of Total Operating	Total Direct Aid to Public Education GF Appropriation	Total Direct Aid to Public Education GF Appropriation as a % of Total Operating
1995	7,355,695,733	2,547,067,019	34.6%	2,514,736,974	34.2%
1996	7,597,249,960	2,686,990,223	35.4%	2,658,572,757	35.0%
1997	8,134,360,672	2,930,985,574	36.0%	2,895,766,099	35.6%
1998	8,715,476,981	3,082,072,592	35.4%	3,046,807,462	35.0%
1999	9,967,431,115	3,534,978,628	35.5%	3,489,301,374	35.0%
2000	11,093,396,991	3,720,945,765	33.5%	3,673,762,807	33.1%
2001	12,283,610,813	4,007,068,597	32.6%	3,942,411,254	32.1%
2002	12,013,820,347	3,959,806,011	33.0%	3,895,682,317	32.4%
2003	12,105,186,620	3,980,489,954	32.9%	3,923,268,185	32.4%
2004	12,370,158,175	4,129,120,033	33.4%	4,069,907,268	32.9%
2005	13,781,896,827	4,719,699,883	34.2%	4,653,203,619	33.8%
2006	14,632,160,021	5,067,574,737	34.6%	4,993,736,525	34.1%

(See notes on next page)

Notes:

(Total For Part 1: Operating Expenses) in the appropriation act.

"Total K-12 GF Appropriation" is the total legislative general fund appropriation for Department of Education Central Office, Direct Aid to Public Education, and the two schools for the deaf and the blind.

"Total Direct Aid GF Appropriation" is the total legislative general fund appropriation for Direct Aid to Public Education.

Notes (con't):

The general fund appropriation for Comprehensive Services Act (CSA) is deducted from the Direct Aid totals for FY 1995 and FY 1996 since CSA was appropriated within Direct Aid for those years but outside Direct Aid in subsequent years.

For FY 1997 through FY 2006, CSA appropriations are not included.

The Direct Aid appropriation for FY 1999 and FY 2000 includes \$55.0 million per year for school construction grants appropriated under Item 554 of Chapter 1072.

Appendix B: Schools Rated Accredited with Warning: 2005

(Information to be added from 2005 accreditation report)

APPENDIX C :

2005 Standards of Quality as Amended

Effective July 1, 2005

§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

A. The General Assembly and the Board of Education believe that the fundamental goal of the public schools of this Commonwealth must be to enable each student to develop the skills that are necessary for success in school, preparation for life, and reaching their full potential. The General Assembly and the Board of Education find that the quality of education is dependent upon the provision of (i) the appropriate working environment, benefits, and salaries necessary to ensure the availability of high-quality instructional personnel; (ii) the appropriate learning environment designed to promote student achievement; (iii) quality instruction that enables each student to become a productive and educated citizen of Virginia and the United States of America; and (iv) the adequate commitment of other resources. In keeping with this goal, the General Assembly shall provide for the support of public education as set forth in Article VIII, Section 1 of the Constitution of Virginia.

B. The Board of Education shall establish educational objectives known as the Standards of Learning, which shall form the core of Virginia's educational program, and other educational objectives, which together are designed to ensure the development of the skills that are necessary for success in school and for preparation for life in the years beyond. At a minimum, the Board shall establish Standards of Learning for English, mathematics, science, and history and social science. The Standards of Learning shall not be construed to be regulations as defined in § 2.2-4001.

The Board shall seek to ensure that the Standards of Learning are consistent with a high quality foundation educational program. The Standards of Learning shall include, but not be limited to, the basic skills of communication (listening, speaking, reading, and writing); computation and critical reasoning including problem solving and decision making; proficiency in the use of computers and related technology; and the skills to manage personal finances and to make sound financial decisions.

The English Standards of Learning for reading in kindergarten through grade three shall be based on components of effective reading instruction, to include, at a minimum, phonemic awareness, phonics, fluency, vocabulary development, and text comprehension.

The Standards of Learning in all subject areas shall be subject to regular review and revision to maintain rigor and to reflect a balance between content knowledge and the application of knowledge in preparation for eventual employment and lifelong learning.

The Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary, of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis.

To provide appropriate opportunity for input from the general public, teachers, and local school boards, the Board of Education shall conduct public hearings prior to establishing revised Standards of Learning. Thirty days prior to conducting such hearings, the Board shall give notice of the date, time, and place of

the hearings to all local school boards and any other persons requesting to be notified of the hearings and publish notice of its intention to revise the Standards of Learning in the Virginia Register of Regulations. Interested parties shall be given reasonable opportunity to be heard and present information prior to final adoption of any revisions of the Standards of Learning.

In addition, the Department of Education shall make available and maintain a website, either separately or through an existing website utilized by the Department of Education, enabling public elementary, middle, and high school educators to submit recommendations for improvements relating to the Standards of Learning, when under review by the Board according to its established schedule, and related assessments required by the Standards of Quality pursuant to this chapter. Such website shall facilitate the submission of recommendations by educators.

School boards shall implement the Standards of Learning or objectives specifically designed for their school divisions that are equivalent to or exceed the Board's requirements. Students shall be expected to achieve the educational objectives established by the school division at appropriate age or grade levels. The curriculum adopted by the local school division shall be aligned to the Standards of Learning.

The Board of Education shall include in the Standards of Learning for history and social science the study of contributions to society of diverse people. For the purposes of this subsection, "diverse" shall include consideration of disability, ethnicity, race, and gender.

With such funds as are made available for this purpose, the Board shall regularly review and revise the competencies for career and technical education programs to require the full integration of English, mathematics, science, and history and social science Standards of Learning. Career and technical education programs shall be aligned with industry and professional standard certifications, where they exist.

C. Local school boards shall develop and implement a program of instruction for grades K through 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board of Education. The program of instruction shall emphasize reading, writing, speaking, mathematical concepts and computations, proficiency in the use of computers and related technology, and scientific concepts and processes; essential skills and concepts of citizenship, including knowledge of Virginia history and world and United States history, economics, government, foreign languages, international cultures, health and physical education, environmental issues and geography necessary for responsible participation in American society and in the international community; fine arts, which may include, but need not be limited to, music and art, and practical arts; knowledge and skills needed to qualify for further education and employment or to qualify for appropriate training; and development of the ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning.

Local school boards shall also develop and implement programs of prevention, intervention, or remediation for students who are educationally at risk including, but not limited to, those who fail to achieve a passing score on any Standards of Learning assessment in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit required for the student's graduation.

Any student who passes one or more, but not all, of the Standards of Learning assessments for the relevant grade level in grades three through eight may be required to attend a remediation program.

Any student who fails all four of the Standards of Learning assessments for the relevant grade level in grades three through eight shall be required to attend a summer school program or to participate in another form of remediation. Division superintendents shall require such students to take special programs of prevention, intervention, or remediation, which may include attendance in public summer school programs, in accordance with clause (ii) of subsection A of § 22.1-254 and § 22.1-254.01.

Remediation programs shall include, when applicable, a procedure for early identification of students who are at risk of failing the Standards of Learning assessments in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit required for the student's graduation. Such programs may also include summer school for all elementary and middle school grades and for all high school academic courses, as defined by regulations promulgated by the Board of Education, or other forms of remediation. Summer school remediation programs or other forms of remediation shall be chosen by the division superintendent to be appropriate to the academic needs of the student. Students who are required to attend such summer school programs or to participate in another form of remediation shall not be charged tuition by the school division.

The requirement for remediation may, however, be satisfied by the student's attendance in a program of prevention, intervention or remediation that has been selected by his parent, in consultation with the division superintendent or his designee, and is either (i) conducted by an accredited private school or (ii) a special program that has been determined to be comparable to the required public school remediation program by the division superintendent. The costs of such private school remediation program or other special remediation program shall be borne by the student's parent.

The Board of Education shall establish standards for full funding of summer remedial programs that shall include, but not be limited to, the minimum number of instructional hours or the equivalent thereof required for full funding and an assessment system designed to evaluate program effectiveness. Based on the number of students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be provided for the full cost of summer and other remediation programs as set forth in the appropriation act, provided such programs comply with such standards as shall be established by the Board, pursuant to § 22.1-199.2.

D. Local school boards shall also implement the following:

1. Programs in grades K through three that emphasize developmentally appropriate learning to enhance success.
2. Programs based on prevention, intervention, or remediation designed to increase the number of students who earn a high school diploma and to prevent students from dropping out of school.
3. Career and technical education programs incorporated into the K through 12 curricula that include:
 - a. Knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills;
 - b. Career exploration opportunities in the middle school grades; and
 - c. Competency-based career and technical education programs that integrate academic outcomes, career guidance and job-seeking skills for all secondary students. Programs must be based upon labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law.

4. Early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law.
5. Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs.
6. Educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Board of Education.
7. Adult education programs for individuals functioning below the high school completion level. Such programs may be conducted by the school board as the primary agency or through a collaborative arrangement between the school board and other agencies.
8. A plan to make achievements for students who are educationally at risk a divisionwide priority that shall include procedures for measuring the progress of such students.
9. A plan to notify students and their parents of the availability of dual enrollment and advanced placement classes, the International Baccalaureate Program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations.
10. Identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs.
11. Early identification, diagnosis, and assistance for students with reading problems and provision of instructional strategies and reading practices that benefit the development of reading skills for all students.
12. Incorporation of art, music, and physical education as a part of the instructional program at the elementary school level.
13. A program of student services for grades kindergarten through 12 that shall be designed to aid students in their educational, social, and career development.
14. The collection and analysis of data and the use of the results to evaluate and make decisions about the instructional program.

E. From such funds as may be appropriated or otherwise received for such purpose, there shall be established within the Department of Education a unit to (i) conduct evaluative studies; (ii) provide the resources and technical assistance to increase the capacity for school divisions to deliver quality instruction; and (iii) assist school divisions in implementing those programs and practices that will enhance pupil academic performance and improve family and community involvement in the public schools. Such unit shall identify and analyze effective instructional programs and practices and professional development initiatives; evaluate the success of programs encouraging parental and family involvement; assess changes in student outcomes prompted by family involvement; and collect and disseminate among school divisions information regarding effective instructional programs and practices, initiatives promoting family and community involvement, and potential funding and support sources. Such unit may also provide resources supporting professional development for administrators and teachers.

In providing such information, resources, and other services to school divisions, the unit shall give priority to those divisions demonstrating a less than 70 percent passing rate on the Standards of Learning assessments.

§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.

A. The Board shall establish requirements for the licensing of teachers, principals, superintendents, and other professional personnel.

B. School boards shall employ licensed instructional personnel qualified in the relevant subject areas.

C. Each school board shall assign licensed instructional personnel in a manner that produces divisionwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, that are not greater than the following ratios: (i) 24 to one in kindergarten with no class being larger than 29 students; if the average daily membership in any kindergarten class exceeds 24 pupils, a full-time teacher's aide shall be assigned to the class; (ii) 24 to one in grades one, two, and three with no class being larger than 30 students; (iii) 25 to one in grades four through six with no class being larger than 35 students; and (iv) 24 to one in English classes in grades six through 12.

Within its regulations governing special education programs, the Board shall seek to set pupil/teacher ratios for pupils with mental retardation that do not exceed the pupil/teacher ratios for self-contained classes for pupils with specific learning disabilities.

Further, school boards shall assign instructional personnel in a manner that produces schoolwide ratios of students in average daily memberships to full-time equivalent teaching positions of 21 to one in middle schools and high schools. School divisions shall provide all middle and high school teachers with one planning period per day or the equivalent, unencumbered of any teaching or supervisory duties.

D. Each local school board shall employ with state and local basic, special education, gifted, and career and technical education funds a minimum number of licensed, full-time equivalent instructional personnel for each 1,000 students in average daily membership (ADM) as set forth in the appropriation act. Calculations of kindergarten positions shall be based on full-day kindergarten programs. Beginning with the March 31 report of average daily membership, those school divisions offering half-day kindergarten with pupil/teacher ratios that exceed 30 to one shall adjust their average daily membership for kindergarten to reflect 85 percent of the total kindergarten average daily memberships, as provided in the appropriation act.

E. In addition to the positions supported by basic aid and in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided to fund certain full-time equivalent instructional positions for each 1,000 students in grades K through 12 who are identified as needing prevention, intervention, and remediation services. State funding for prevention, intervention, and remediation programs provided pursuant to this subsection and the appropriation act may be used to support programs for educationally at-risk students as identified by the local school boards.

F. In addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided to support 17 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency.

G. In addition to the full-time equivalent positions required elsewhere in this section, each local school board shall employ the following reading specialists in elementary schools, one full-time in each elementary school at the discretion of the local school board.

H. Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to the type of school and student enrollment:

1. Principals in elementary schools, one half-time to 299 students, one full-time at 300 students; principals in middle schools, one full-time, to be employed on a 12-month basis; principals in high schools, one full-time, to be employed on a 12-month basis;
2. Assistant principals in elementary schools, one half-time at 600 students, one full-time at 900 students; assistant principals in middle schools, one full-time for each 600 students; assistant principals in high schools, one full-time for each 600 students;
3. Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students, two full-time at 1,000 students;
4. Guidance counselors in elementary schools, one hour per day per 100 students, one full-time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof; and
5. Clerical personnel in elementary schools, part-time to 299 students, one full-time at 300 students; clerical personnel in middle schools, one full-time and one additional fulltime for each 600 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in high schools, one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students.

I. Local school boards shall employ five full-time equivalent positions per 1,000 students in grades kindergarten through five to serve as elementary resource teachers in art, music, and physical education.

J. Local school boards shall employ two full-time equivalent positions per 1,000 students in grades kindergarten through 12, one to provide technology support and one to serve as an instructional technology resource teacher.

K. Local school boards may employ additional positions that exceed these minimal staffing requirements. These additional positions may include, but are not limited to, those funded through the state's incentive and categorical programs as set forth in the appropriation act.

L. A combined school, such as kindergarten through 12, shall meet at all grade levels the staffing requirements for the highest grade level in that school; this requirement shall apply to all staff, except for guidance counselors, and shall be based on the school's total enrollment; guidance counselor staff requirements shall, however, be based on the enrollment at the various school organization levels, i.e., elementary, middle, or high school. The Board of Education may grant waivers from these staffing levels upon request from local school boards seeking to implement experimental or innovative programs that are not consistent with these staffing levels.

M. School boards shall, however, annually, on or before January 1, report to the public the actual pupil/teacher ratios in elementary school classrooms by school for the current school year. Such actual ratios shall include only the teachers who teach the grade and class on a full-time basis and shall exclude resource personnel. School boards shall report pupil/teacher ratios that include resource teachers in the same annual report. Any classes funded through the voluntary kindergarten through third grade class size reduction program shall be identified as such classes. Any classes having waivers to exceed the requirements of this subsection shall also be identified. Schools shall be identified; however, the data shall be compiled in a manner to ensure the confidentiality of all teacher and pupil identities.

N. Students enrolled in a public school on a less than full-time basis shall be counted in ADM in the relevant school division. Students who are either (i) enrolled in a nonpublic school or (ii) receiving home instruction pursuant to § 22.1-254.1, and who are enrolled in public school on a less than full-time basis in any mathematics, science, English, history, social science, career and technical education, fine arts, foreign language, or health education or physical education course shall be counted in the ADM in the relevant school division on a pro rata basis as provided in the appropriation act. Each such course enrollment by such students shall be counted as 0.25 in the ADM; however, no such nonpublic or home school student shall be counted as more than one-half a student for purposes of such pro rata calculation. Such calculation shall not include enrollments of such students in any other public school courses.

O. Each local school board shall provide those support services that are necessary for the efficient and cost-effective operation and maintenance of its public schools. For the purposes of this title, unless the context otherwise requires, "support services" shall include services provided by the school board members; the superintendent; assistant superintendents; student services (including guidance counselors, social workers, and homebound, improvement, principal's office, and library- media positions); attendance and health positions; administrative, technical, and clerical positions; operation and maintenance positions; educational technology positions; school nurses; and pupil transportation positions. Pursuant to the appropriation act, support services shall be funded from basic school aid on the basis of prevailing statewide costs.

§ 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation.

A. The Board of Education shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ 2.2-4000 et seq.), which shall include, but not be limited to, student outcome measures, requirements and guidelines for instructional programs and for the integration of educational technology into such instructional programs, administrative and instructional staffing levels and positions, including staff positions for supporting educational technology, student services, auxiliary education programs such as library and media services, course and credit requirements for graduation from high school, community relations, and the philosophy, goals, and objectives of public education in Virginia.

The Board shall review annually the accreditation status of all schools in the Commonwealth.

Each local school board shall maintain schools that are fully accredited pursuant to the standards of accreditation as prescribed by the Board of Education. Each local school board shall review the accreditation status of all schools in the local school division annually in public session. Within the time specified by the Board of Education, each school board shall submit corrective action plans for any schools within its school division that have been designated as not meeting the standards as approved by the Board.

When the Board of Education has obtained evidence through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division level failure to implement the Standards of Quality, the Board may require a division level academic review. After the conduct of such review and within the time specified by the Board of Education, each school board shall submit for approval by the Board a corrective action plan, consistent with criteria established by the Board and setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. Such corrective action plans shall be part of the relevant school division's comprehensive plan pursuant to § 22.1-253.13:6.

With such funds as are appropriated or otherwise received for this purpose, the Board shall adopt and implement an academic review process, to be conducted by the Department of Education, to assist schools that are accredited with warning. The Department shall forward a report of each academic review to the relevant local school board, and such school board shall report the results of such academic review and the required annual progress reports in public session. The local school board shall implement any actions identified through the academic review and utilize them for improvement planning.

B. The Superintendent of Public Instruction shall develop and the Board of Education shall approve criteria for determining and recognizing educational performance in the Commonwealth's public school divisions and schools. Such criteria, when approved, shall become an integral part of the accreditation process and shall include student outcome measurements. The Superintendent of Public Instruction shall annually identify to the Board those school divisions and schools that exceed or do not meet the approved criteria. Such identification shall include an analysis of the strengths and weaknesses of public education programs in the various school divisions in Virginia and recommendations to the General Assembly for further enhancing student learning uniformly across the Commonwealth. In recognizing educational performance in the school divisions, the Board shall include consideration of special school division accomplishments, such as numbers of dual enrollments and students in Advanced Placement and International Baccalaureate courses, and participation in academic year Governor's Schools.

The Superintendent of Public Instruction shall assist local school boards in the implementation of action plans for increasing educational performance in those school divisions and schools that are identified as not meeting the approved criteria. The Superintendent of Public Instruction shall monitor the implementation of and report to the Board of Education on the effectiveness of the corrective actions taken to improve the educational performance in such school divisions and schools.

C. With such funds as are available for this purpose, the Board of Education shall prescribe assessment methods to determine the level of achievement of the Standards of Learning objectives by all students. Such assessments shall evaluate knowledge, application of knowledge, critical thinking, and skills related to the Standards of Learning being assessed. The Board shall (i) in consultation with the chairpersons of the eight regional superintendents' study groups, establish a timetable for administering the Standards of Learning assessments to ensure genuine end-of-course and end-of-grade testing and (ii) with the assistance of independent testing experts, conduct a regular analysis and validation process for these assessments.

In prescribing such Standards of Learning assessments, the Board shall provide local school boards the option of administering tests for United States History to 1877, United States History: 1877 to the Present, and Civics and Economics. The Board of Education shall make publicly available such assessments in a timely manner and as soon as practicable following the administration of such tests, so long as the release of such assessments does not compromise test security or deplete the bank of assessment questions necessary to construct subsequent tests.

The Board shall include in the student outcome measures that are required by the Standards of Accreditation end-of-course or end-of-grade tests for various grade levels and classes, as determined by the Board, in accordance with the Standards of Learning.

These Standards of Learning assessments shall include, but need not be limited to, end-of-course or end-of-grade tests for English, mathematics, science, and history and social science. In addition, to assess the educational progress of students, the Board of Education shall (i) develop appropriate assessments, which may include criterion-referenced tests and alternative assessment

instruments that may be used by classroom teachers and (ii) prescribe and provide measures, which may include nationally normed tests to be used to identify students who score in the bottom quartile at selected grade levels.

The Standards of Learning requirements, including all related assessments, shall be waived for any student awarded a scholarship under the Brown v. Board of Education Scholarship Program, pursuant to § 30.231.2, who is enrolled in a preparation program for the General Education Development (GED) certificate or in an adult basic education program to obtain the high school diploma.

D. The Board of Education is authorized to pursue all available civil remedies for breaches in test security and unauthorized alteration of test materials or test results.

Notwithstanding any other provision of state law, no test or examination authorized by this section, including the Standards of Learning assessments, shall be released or required to be released as minimum competency tests, if, in the judgment of the Board, such release would breach the security of such test or examination or deplete the bank of questions necessary to construct future secure tests.

E. With such funds as may be appropriated, the Board of Education may provide, through an agreement with vendors having the technical capacity and expertise to provide computerized tests and assessments, and test construction, analysis, and security, for (i) web-based computerized tests and assessments for the evaluation of student progress during and after remediation and (ii) the development of a remediation item bank directly related to the Standards of Learning.

F. To assess the educational progress of students as individuals and as groups, each local school board shall require the use of Standards of Learning assessments and other relevant data to evaluate student progress and to determine educational performance.

Each local school shall require the administration of appropriate assessments to all students for grade levels and courses identified by the Board of Education, which may include criterion-referenced tests, teacher-made tests and alternative assessment instruments and shall include the Standards of Learning Assessments and the National Assessment of Educational Progress state-by-state assessment. Each school board shall analyze and report annually, in compliance with any criteria that may be established by the Board of Education, the results from the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, if administered, industry certification examinations, and the Standards of Learning Assessments to the public.

The Board of Education shall not require administration of the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, except as may be selected to facilitate compliance with the requirements for home instruction pursuant to § 22.1-254.1.

The Board shall include requirements for the reporting of the Standards of Learning assessment scores and averages for each year as part of the Board's requirements relating to the School Performance Report Card. Such scores shall be disaggregated for each school by gender and by race or ethnicity, and shall be reported to the public within three months of their receipt. These reports (i) shall be posted on the portion of the Department of Education's website relating to the School Performance Report Card, in a format and in a manner that allows year-to-year comparisons, and (ii) may include the National Assessment of Educational Progress state-by-state assessment.

G. Each local school division superintendent shall regularly review the division's submission of data and reports required by state and federal law and regulations to ensure that all information is accurate and submitted in a timely fashion. The Superintendent of Public Instruction shall provide a list of the required reports and data to division superintendents annually. The status of compliance with this requirement shall be included in the Board of Education's annual report to the Governor and the General Assembly as required by § 22.1-18.

§ 22.1-253.13:4. Standard 4. Student achievement and graduation requirements.

A. Each local school board shall award diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who earn the units of credit prescribed by the Board of Education, pass the prescribed tests, and meet such other requirements as may be prescribed by the local school board and approved by the Board of Education. Provisions shall be made for students who transfer between secondary schools and from nonpublic schools or from home instruction as outlined in the standards for accreditation. Further, reasonable accommodation to meet the requirements for diplomas shall be provided for otherwise qualified students with disabilities as needed.

In addition, each local school board may devise, vis-a-vis the award of diplomas to secondary school students, a mechanism for calculating class rankings that takes into consideration whether the student has taken a required class more than one time and has had any prior earned grade for such required class expunged.

Each local school board shall notify the parent of rising eleventh and twelfth grade students of (i) the number of standard and verified units of credit required for graduation pursuant to the standards of accreditation and (ii) the remaining number of such units of credit the individual student requires for graduation.

B. Students identified as disabled who complete the requirements of their individualized education programs shall be awarded special diplomas by local school boards.

Each local school board shall notify the parent of such students with disabilities who have an individualized education program and who fail to meet the requirements for graduation of the student's right to a free and appropriate education to age 21, inclusive, pursuant to Article 2 (§ 22.1-213 et seq.) of Chapter 13 of this title.

C. Students who have completed a prescribed course of study as defined by the local school board shall be awarded certificates of program completion by local school boards if they are not eligible to receive a standard, advanced studies, modified standard, or general achievement diploma.

Each local school board shall provide notification of the right to a free public education for students who have not reached 20 years of age on or before August 1 of the school year, pursuant to Chapter 1 (§ 22.1-1 et seq.) of this title, to the parent of students who fail to graduate or who have failed to achieve the number of verified units of credit required for graduation as provided in the standards of accreditation. If such student who does not graduate or achieve such verified units of credit is a student for whom English is a second language, the local school board shall notify the parent of the student's opportunity for a free public education in accordance with § 22.1-5.

D. In establishing course and credit requirements for a high school diploma, the Board shall:

1. Provide for the selection of integrated learning courses meeting the Standards of Learning and approved by the Board to satisfy graduation credit requirements, which shall include Standards of Learning testing, as necessary;
2. Establish the requirements for a standard, modified standard, or advanced studies high school diploma, which shall include one credit in fine, performing, or practical arts and one credit in United States and Virginia history. The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Students may take such focused sequence of elective courses in consecutive years or any two years of high school. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment and shall be developed by the school division, consistent with Board of Education guidelines and as approved by the local school board;
3. Provide, in the requirements for the verified units of credit stipulated for obtaining the standard or advanced studies diploma, that students completing elective classes into which the Standards of Learning for any required course have been integrated may take the relevant Standards of Learning test for the relevant required course and receive, upon achieving a satisfactory score on the specific Standards of Learning assessment, a verified unit of credit for such elective class that shall be deemed to satisfy the Board's requirement for verified credit for the required course;
4. Establish a procedure to facilitate the acceleration of students that allows qualified students, with the recommendation of the division superintendent, without completing the 140-hour class, to obtain credit for such class upon demonstration of mastery of the course content and objectives. Having received credit for the course, the student shall be permitted to sit for the relevant Standards of Learning assessment and, upon receiving a passing score, shall earn a verified credit. Nothing in this section shall preclude relevant school division personnel from enforcing compulsory attendance in public schools; and
5. Provide for the award of verified units of credit for passing scores on industry certifications, state licensure examinations, and national occupational competency assessments approved by the Board of Education.

School boards shall report annually to the Board of Education the number of industry certifications obtained and state licensure examinations passed, and the number shall be reported as a category on the School Performance Report Card.

In addition, the Board may:

- a. For the purpose of awarding verified units of credit, approve the use of additional or substitute tests for the correlated Standards of Learning assessment, such as academic achievement tests, industry certifications or state licensure examinations; and
- b. Permit students completing career and technical education programs designed to enable such students to pass such industry certification examinations or state licensure examinations to be awarded, upon obtaining satisfactory scores on such industry certification or licensure examinations, the appropriate verified units of credit for one or more career and technical education classes into which relevant Standards of Learning for various classes taught at the same level have been integrated. Such industry certification and state licensure examinations may cover relevant Standards of Learning for various required classes and may, at the discretion of the Board, address some Standards of Learning for several required classes.

E. In the exercise of its authority to recognize exemplary academic performance by providing for diploma seals, the Board of Education shall develop criteria for recognizing exemplary performance in career and technical education programs by students who have completed the requirements for a standard or advanced studies diploma and shall award seals on the diplomas of students meeting such criteria.

In addition, the Board shall establish criteria for awarding a diploma seal for advanced mathematics and technology for the standard and advanced studies diplomas. The Board shall consider including criteria for (i) technology courses; (ii) technical writing, reading, and oral communication skills; (iii) technology-related practical arts training; and (iv) industry, professional, and trade association national certifications.

The Board shall also establish criteria for awarding a diploma seal for excellence in civics education and understanding of our state and federal constitutions and the democratic model of government for the standard and advanced studies diplomas. The Board shall consider including criteria for (i) successful completion of history, government, and civics courses, including courses that incorporate character education; (ii) voluntary participation in community service or extracurricular activities; and (iii) related requirements as it deems appropriate.

F. The Board shall establish, by regulation, requirements for the award of a general achievement diploma for those persons who have (i) achieved a passing score on the GED examination; (ii) successfully completed an education and training program designated by the Board of Education; and (iii) satisfied other requirements as may be established by the Board for the award of such diploma.

§ 22.1-253.13:5. Standard 5. Teacher quality and educational leadership.

A. Each member of the Board of Education shall participate in high-quality professional development programs on personnel, curriculum and current issues in education as part of his service on the Board.

B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, administrator, and superintendent evaluations shall be consistent with the performance objectives included in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities.

C. The Board of Education shall provide guidance on high-quality professional development for (i) teachers, principals, supervisors, division superintendents and other school staff; (ii) administrative and supervisory personnel in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel; (iii) school board members on personnel, curriculum and current issues in education; and (iv) programs in Braille for teachers of the blind and visually impaired, in cooperation with the Virginia Department for the Blind and Vision Impaired.

The Board shall also provide technical assistance on high-quality professional development to local school boards designed to ensure that all instructional personnel are proficient in the use of educational technology consistent with its comprehensive plan for educational technology.

D. Each local school board shall require (i) its members to participate annually in high quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel, policies and practices; curriculum and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board and (ii) the division superintendent to participate annually in high-quality professional development activities at the local, state or national levels.

E. Each local school board shall provide a program of high-quality professional development (i) in the use and documentation of performance standards and evaluation criteria based on student academic progress and skills for teachers and administrators to clarify roles and performance expectations and to facilitate the successful implementation of instructional programs that promote student achievement at the school and classroom levels; (ii) as part of the license renewal process, to assist teachers and principals in acquiring the skills needed to work with gifted students, students with disabilities, and students who have been identified as having limited English proficiency and to increase student achievement and expand the knowledge and skills students require to meet the standards for academic performance set by the Board of Education; (iii) in educational technology for all instructional personnel which is designed to facilitate integration of computer skills and related technology into the curricula, and (iv) for administrative personnel designed to increase proficiency in instructional leadership and management, including training in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel.

In addition, each local school board shall also provide teachers and principals with high quality professional development programs each year in (i) instructional content; (ii) the preparation of tests and other assessment measures; (iii) methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests that match locally developed objectives; (iv) instruction and remediation techniques in English, mathematics, science, and history and social science; (v) interpreting test data for instructional purposes; and (vi) technology applications to implement the Standards of Learning.

F. Schools and school divisions shall include as an integral component of their comprehensive plans required by § 22.1-253.13:6, high-quality professional development programs that support the recruitment, employment, and retention of qualified teachers and principals. Each school board shall require all instructional personnel to participate each year in these professional development programs.

G. Each local school board shall annually review its professional development program for quality, effectiveness, participation by instructional personnel, and relevancy to the instructional needs of teachers and the academic achievement needs of the students in the school division.

§ 22.1-253.13:6. Standard 6. Planning and public involvement.

A. The Board of Education shall adopt a statewide comprehensive, unified, long-range plan based on data collection, analysis, and evaluation. Such plan shall be developed with statewide participation. The Board shall review the plan biennially and adopt any necessary revisions. The Board shall post the plan on the Department of Education's website if practicable, and, in any case, shall make a hard copy of such plan available for public inspection and copying.

This plan shall include the objectives of public education in Virginia, including strategies for improving student achievement then maintaining high levels of student achievement; an assessment of the extent to which these objectives are being achieved, a forecast of enrollment changes and an assessment of the needs of public education in the Commonwealth. In the annual report required by § 22.1-18, the Board shall include an analysis of the extent to which these Standards of Quality have been achieved and the objectives of the statewide comprehensive plan have been met. The Board shall also develop, consistent with, or as a part of, its comprehensive plan, a detailed comprehensive, long-range plan to integrate educational technology into the Standards of Learning and the curricula of the public schools in Virginia, including career and technical education programs. The Board shall review and approve the comprehensive plan for educational technology and may require the revision of such plan as it deems necessary.

B. Each local school board shall adopt a divisionwide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan shall be developed with staff and community involvement and shall include, or be consistent with, all other divisionwide plans required by state and federal laws and regulations. Each local school board shall review the plan biennially and adopt any necessary revisions. Prior to the adoption of any divisionwide comprehensive plan, or revisions thereto, each local school board shall post such plan or revisions on the division's Internet website if practicable, and, in any case, shall make a hard copy of the plan or revisions available for public inspection and copying and shall conduct at least one public hearing to solicit public comment on the divisionwide plan or revisions.

The divisionwide comprehensive plan shall include, but shall not be limited to, (i) the objectives of the school division, including strategies for improving student achievement then maintaining high levels of student achievement; (ii) an assessment of the extent to which these objectives are being achieved; (iii) a forecast of enrollment changes; (iv) a plan for projecting and managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations; (v) an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions; (vi) a plan for implementing such regional programs and services when appropriate; (vii) a technology plan designed to integrate educational technology into the instructional programs of the school division, including the school division's career and technical education programs, consistent with, or as a part of, the comprehensive technology plan for Virginia adopted by the Board of Education; (viii) an assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan; (ix) any corrective action plan required pursuant to § 22.1-253.13:3 ; and (x) a plan for parent and family involvement to include building successful school and parent partnerships that shall be developed with staff and community involvement, including participation by parents.

A report shall be presented by each school board to the public by November 1 of each odd-numbered year on the extent to which the objectives of the divisionwide comprehensive plan have been met during the previous two school years.

C. Each public school shall also prepare a comprehensive, unified, long-range plan, which the relevant school board shall consider in the development of its divisionwide comprehensive plan.

D. The Board of Education shall, in a timely manner, make available to local school boards information about where current Virginia school laws, Board regulations and revisions, and copies of relevant Opinions of the Attorney General of Virginia may be located online.

§ 22.1-253.13:7. Standard 7. School board policies.

A. Each local school board shall maintain and follow up-to-date policies. All school board policies shall be reviewed at least every five years and revised as needed.

B. Each local school board shall ensure that policies developed giving consideration to the views of teachers, parents, and other concerned citizens and addressing the following:

1. A system of two-way communication between employees and the local school board and its administrative staff whereby matters of concern can be discussed in an orderly and constructive manner;
2. The selection and evaluation of all instructional materials purchased by the school division, with clear procedures for handling challenged controversial materials;

3. The standards of student conduct and attendance and enforcement procedures designed to provide that public education be conducted in an atmosphere free of disruption and threat to persons or property and supportive of individual rights;
4. School-community communications and community involvement;
5. Guidelines to encourage parents to provide instructional assistance to their children in the home, which may include voluntary training for the parents of children in grades K through three;
6. Information about procedures for addressing concerns with the school division and recourse available to parents pursuant to § 22.1-87;
7. A cooperatively developed procedure for personnel evaluation appropriate to tasks performed by those being evaluated; and
8. Grievances, dismissals, etc., of teachers, and the implementation procedure prescribed by the General Assembly and the Board of Education, as provided in Article 3 (§ 22.1-306 et seq.) of Chapter 15 of this title, and the maintenance of copies of such procedures.

A current copy of the school division policies shall be kept in the library of each school and in any public library in that division and shall be available to employees and to the public. If such policies are maintained online, school boards shall ensure that printed copies of such policies are available to citizens who do not have online access.

C. An annual announcement shall be made in each division at the beginning of the school year and, for parents of students enrolling later in the academic year, at the time of enrollment, advising the public that the policies are available in such places.

§ 22.1-253.13:8. Compliance.

The Standards of Quality prescribed in this chapter shall be the only standards of quality required by Article VIII, Section 2 of the Constitution of Virginia.

Each local school board shall provide, as a minimum, the programs and services, as provided in the Standards of Quality prescribed above, with state and local funds as apportioned by the General Assembly in the appropriation act and to the extent funding is provided by the General Assembly.

Each local school board shall report its compliance with the Standards of Quality to the Board of Education annually. The report of compliance shall be submitted to the Board of Education by the chairman of the local school board and the division superintendent.

Noncompliance with the Standards of Quality shall be included in the Board of Education's annual report to the Governor and the General Assembly as required by § 22.1-218.

As required by § 22.1-18, the Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the Commonwealth and shall identify any school divisions and the specific schools therein that have failed to establish and maintain schools meeting the existing prescribed Standards of Quality.

The Board of Education shall have authority to seek school division compliance with the foregoing Standards of Quality. When the Board of Education determines that a school division has failed or refused, and continues to fail or refuse, to comply with any such Standard, the Board may petition the circuit court having jurisdiction in the school division to mandate or otherwise enforce compliance with such standard, including the development or implementation of any required corrective action plan that a local school board has failed or refused to develop or implement in a timely manner.

Appendix D:

List of Data and Reports Used to Document the Condition and Needs of the Public Schools in Virginia and Compliance with the Standards of Quality

Standard	Data Available to Document Compliance
<p>1. Instructional programs supporting the Standards of Learning and other educational objectives.</p> <p>Program of instruction requirements for school boards:</p> <ul style="list-style-type: none"> • Implement Standards of Learning • Develop and implement a program of instruction for grades K-12, emphasizing essential knowledge and skills, concepts and processes, and the ability to apply the skills and knowledge in preparation for eventual employment and lifelong learning. • Local school boards must develop and implement programs of prevention, intervention, or remediation for students who are educationally at risk. • Implement other programs, including: <ul style="list-style-type: none"> ○ Career and technical education programs ○ Drop out prevention programs ○ Special education services ○ Programs for gifted students ○ Programs for limited English proficient students 	<ul style="list-style-type: none"> • Annual Report on Compliance with the SOQ (self assessment) • SOL test results by ethnicity, gender, disability status, and English proficiency: statewide, division-level, and school-level • Standardized test results for: NAEP, SAT, AP • Statistics on student enrollment in remedial, special education, career and technical, and gifted programs • Division-level and school-level AYP reports • Results of the academic review of schools rated “Accredited with Warning” • Federal program monitoring self-assessments-special education and career and technical education report • Special education child count
<p>2. Instructional, administrative, and support personnel.</p> <ul style="list-style-type: none"> • Licensed instructional personnel in subject areas • Staffing ratios for: <ul style="list-style-type: none"> ○ Students in average daily membership ○ Educable mentally retarded students ○ Gifted, career and technical education, and special education students ○ At-risk students ○ Limited English proficient students ○ Reading specialists • Planning periods for middle and high school teachers • Public reporting of pupil/teacher ratios • Support services 	<ul style="list-style-type: none"> • Annual Report on Compliance with the SOQ (self-assessment) • Annual School Report • Programs for the gifted report • English language proficiency assessment results • Number of limited English proficiency, immigrant, and refugee students by language and county • Instructional personnel survey • Supply and demand survey

<p>3. Accountability, accreditation, and assessments. Accountability requirements including:</p> <ul style="list-style-type: none"> Fully accredited schools Public meetings to review accreditation status Academic reviews and reporting requirements Requirements for corrective action plans SOL Assessment program requirements NAEP assessment requirements SOL test security provisions 	<ul style="list-style-type: none"> Annual Report on Compliance with the SOQ (self- assessment) SOL test results by ethnicity, gender, disability status, and English proficiency: statewide, division-level, and school-level Standardized test results for NAEP, SAT, AP Statewide and school-level accreditation ratings report. Statewide, division-level, and school-level AYP results and list of Title I schools identified for improvement Academic reviews (school and division-wide) Report on the PASS program
<p>4. Student achievement and graduation achievement and graduation requirements.</p> <ul style="list-style-type: none"> Types of diplomas Diploma requirements Provision for diploma seals Notification to parents of rising eleventh and twelfth grade students of (i) the number of standard and verified units of credit required for graduation and the remaining number of such units of credit the individual student requires for graduation. Notification of the right to a free public education for students who have not reached 20 years of age to the parent of students who fail to graduate or who have failed to achieve the number of verified units of credit required for graduation If such student who does not graduate or achieve such verified units of credit is a student for whom English is a second language, the local school board shall notify the parent of the student's opportunity for a free public education in accordance with § 22.1-5. 	<ul style="list-style-type: none"> Annual Report on Compliance with the SOQ (self-assessment) SOL test results by ethnicity, gender, disability status, and English proficiency: statewide, division-level, and school-level Standardized test results for NAEP, SAT, AP Statewide and division-level: <ul style="list-style-type: none"> Graduation rates Dropout rates AYP results
<p>5. Teacher quality and educational leadership.</p> <ul style="list-style-type: none"> Requirements for high-quality professional development: local board, division superintendent, and teachers Local six-year plan: requirement to include recruitment, employment, and retention of high-quality personnel 	<ul style="list-style-type: none"> Annual Report on Compliance with the SOQ (self-assessment) Statewide and division-level percentage of teachers meeting “highly qualified” requirements
<p>6. Planning and public involvement.</p> <ul style="list-style-type: none"> Requirements for adoption and revision of a division six-year plan Requirement for technology plan Requirement for each school to prepare a biennial plan Public participation 	<ul style="list-style-type: none"> Annual Report on Compliance with the SOQ (Self-assessment) Annual Local School Division Technology Plan report

<p>7. School board policies.</p> <ul style="list-style-type: none"> • Requirements for maintaining, reviewing, and revising policy manual • Policy manual developed with public participation • Requirements for content of policy manual: <ul style="list-style-type: none"> ○ System of two-way communication ○ Selection and evaluation of all instructional materials purchased by the school division, with clear procedures for handling challenged controversial materials ○ Standards of student conduct and attendance and enforcement procedures ○ School-community communications and community involvement ○ Guidelines to encourage parents to provide instructional assistance to children in the home ○ Procedures for addressing concerns with the school division and recourse available to parents ○ Cooperatively developed procedure for personnel evaluation ○ Grievances, dismissals, etc., of teachers, and the implementation procedure ○ Copy of manual must be on file in each school library 	<ul style="list-style-type: none"> • Annual Report on Compliance with the SOQ (self-assessment)
<p>8. Compliance.</p> <ul style="list-style-type: none"> • Each school board shall provide as a minimum, the programs and services provided in the SOQ. • The Board of Education may petition the circuit court to mandate or otherwise enforce school division compliance with the SOQ, including implementation of a corrective action plan. 	<ul style="list-style-type: none"> • Annual Report on Compliance with the SOQ (self-assessment) • Statewide and school-level accreditation ratings report including the names of schools “Accredited with Warning” • School-level AYP reports and list of Title I schools “in improvement” • Results of division-level Academic Reviews and Academic Reviews of schools rated “Accredited with Warning”

Board of Education Agenda Item

Item: _____ N. _____

Date: October 26, 2005

Topic: Report on Virginia's Foundation Blocks for Early Learning: Standards for Science, History and Social Science, and Personal and Social Development (Preschool Standards)

Presenter: Mrs. Linda Poorbaugh, Director of Elementary Instruction

Telephone Number: 804-225-2898 **E-Mail Address:**
Linda.Poorbaugh@doe.virginia.gov

Origin:

☒ Topic presented for information only (no board action required)

☐ Board review required by
☐ State or federal law or regulation
☐ Board of Education regulation
☐ Other: _____

☐ Action requested at this meeting ☐ Action requested at future meeting:
_____ (date)

Previous Review/Action:

☐ No previous board review/action

☒ Previous review/action
date January 12, 2005
action A report on preschool standards in literature and mathematics was presented to the Board of Education.

Background Information: In 2001, the Department of Education developed the document, *Virginia's Foundation Blocks for Early Learning: Guidelines for Literacy and Mathematics*. The purpose of the document was to provide early childhood educators a set of guidelines for literacy and mathematics with indicators of success for entering kindergarten students. A committee of Department of Education specialists, literacy and mathematics professors from Virginia universities, and public and private preschool teachers and administrators developed the guidelines using current scientifically based research. The guidelines reflected a consensus of children's conceptual learning, acquisition of basic knowledge, and participation in meaningful and relevant learning experiences. The guidelines were also aligned to *Virginia's Kindergarten Standards of Learning*, *Virginia's Phonological Awareness Literacy Screening for Kindergarten (PALS-K)* and to the national guide, *Teaching Our Youngest, A Guide for Preschool Teachers and Child-Care Family Providers* produced by the Early Childhood-Head Start Task Force, U.S. Department of Education.

During the 2004 session of the Virginia General Assembly, language was added to the

Appropriation Act for the At-Risk Four-Year-Old Program (The Virginia Preschool Initiative) requiring the Department of Education, in cooperation with the Council on Child Day Care and Early Childhood Programs to establish academic standards that are in accordance with appropriate preparation for students to be ready to successfully enter into kindergarten. The additional language required that these standards be established in such a manner as to be measurable for student achievement and success.

In order to comply with these requirements, in the fall of 2003 the Department of Education convened a committee of Department of Education specialists and preschool teachers and administrators to review and revise *Virginia's Foundation Blocks for Early Learning: Guidelines for Literacy and Mathematics*. The result of their work was the document *Virginia's Foundation Blocks for Early Learning: Standards for Literacy and Mathematics*.

During the spring and summer of 2005, the Department of Education convened a committee of Department specialists and preschool teachers and administrators to develop preschool standards for four-year olds in the areas of science, history and social science, and personal and social development. The result of their work is the attached document *Virginia's Foundation Blocks for Early Learning: Standards for Science, History and Social Science, and Personal and Social Development*. These standards have been aligned to *Virginia's Kindergarten Standards of Learning*, *National Science Education Standards*, and *National Council for Social Studies' Social Studies for Early Childhood and Elementary Children Preparing for the 21st Century*.

Summary of Major Elements: *Virginia's Foundation Blocks for Early Learning: Standards for Science, History and Social Science, and Personal and Social Development* describe specific indicators for prekindergarten children in the content areas of science and history and social science, as well as personal and social development. The topics covered in science and history and social science parallel the topics in the kindergarten standards for science and history and social science, while the topics for personal and social standards include self-concept, self-control, approaches to learning, interacting with others, and social problem-solving. These guidelines provide early childhood educators with a set of minimum standards with indicators of success for entering kindergarten.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept the report.

Impact on Resources: This responsibility was conducted within the agency's existing resources. If the agency is required to absorb additional responsibilities related to this activity, other services may be impacted.

Timetable for Further Review/Action: The Department of Education will notify school divisions of the preschool standards and the legislative requirement to comply with these preschool standards in Virginia preschool programs.

Virginia's
Foundation Blocks
for Early Learning:
Standards for Science,
History and Social Science,
And Personal and Social
Development (Preschool
Standards)

Presented to the
Virginia Board of Education

October 26, 2005

Standards for Science

Introduction

Preschool children are naturally curious about the world around them. These young learners frequently ask parents and teachers to explain why things happen. They are eager to see, listen to, touch, smell and taste things they encounter within their daily lives. At the same time, they are developing skills for effective communication and they are learning to work with other children. This natural curiosity provides the basis for understanding and using science process skills. Preschool education provides an

opportunity for students to experience the "big ideas". This is fundamentally important since children will vary widely in their previous experiences of using science process skills with such topics as life processes and properties of familiar materials, such as magnets and water. Through phenomena including shadows, patterns of weather, and plant growth, students are introduced to the concept of change. The significance of natural resources and conservation is also introduced in the preschool standards.

Science Foundation Blocks

Scientific Investigation, Reasoning, and Logic:

Block 1: The child will make observations, separate objects into groups based on similar attributes, compare lengths and mass, and develop questions based upon observations using the five senses.

Force, Motion, and Energy

Block 2: The child will describe and categorize properties of materials using magnets.

Matter

Block 3: The child will develop language to describe an object's position, movement and physical properties. The child will also describe properties of water and its movement.

Life Processes

Block 4: The child will compare the growth of a person to the growth of a plant and an animal to be able to describe basic life processes and basic needs of each.

Interrelationships in Earth/Space Systems

Block 5: The child will be able to create a shadow.

Earth Patterns, Cycles, and Change

Block 6: The child will identify simple patterns in his/her daily life. The child will identify things that change over time.

Resources

Block 7: The child will practice reusing, recycling and conserving energy on a daily basis.

Virginia Science Foundation Block 1

Scientific Investigation, Reasoning, and Logic

The child will make observations, separate objects into groups based on similar attributes, compare lengths and mass, and develop questions based upon observation using the five senses.

Scientific Investigation, Reasoning, and Logic

Young children have been observing the world around them since birth. This block will help children to develop language to describe their observations. It will teach them to make more careful observations, sometimes with the aid of tools, and to notice patterns within their observations. It should be noted that while some activities may be done to develop process skills alone, process skills are best used in conjunction with other big ideas. For example, observations of leaves provide ample opportunities to tie in discussions about color, shape and living things.

- a) Identify basic properties of objects by direct observation
- b) Describe objects using pictures and words
- c) Sequence objects according to size
- d) Separate a set of objects into two groups based on one physical attribute
- e) Compare the length and mass of different objects
- f) Identify the body parts that correspond with each of the five senses

Sample Activities

- Have students collect pinecones. Use the five senses to describe how the pinecone looks, feels and smells. Fill the pinecones with peanut butter and hang outside for birds. Use pictures to identify birds that come to the feeder. Have students listen for bird songs and try to imitate the sounds.
- Have students assist teacher in lining up stuffed animals for a "parade" from smallest to tallest.
- Store all "like" toys together. All legos go in one bin, all blocks in another, etc. Place pictures on the front of bins to assist children. As children progress, sort them into more specific categories such as all blue legos, all red legos.
- Sort items (plastic cookie cutters, fabric samples, buttons and beads, etc.) using different attributes, such as color, shape, size and texture.
- Compare the lengths of two objects by matching the end of one object with another. Objects to use may include shoes, books, and pencils. Discuss which is longer and which is shorter.

Virginia Science Foundation Block 2

Force, Motion and Energy

The child will describe and categorize properties of materials using magnets.

Force, Motion, and Energy

Children have probably seen a refrigerator magnet before. Some may have even taken these magnets and tried to stick them to other surfaces. Those that have experience with magnets may think that a magnet will attract any object with a shiny surface. Allow students plenty of time to play with magnets, as they are naturally motivating. Magnet activities provide wonderful center activities for students to explore in small groups and discuss together.

[NOTE: Magnets should not be used on or around electronic equipment including TVs, computers, or clocks.]

- a) Describe the effects magnets have on other objects; they stick to some but not to others. Introduce the words "attracted to" and "not attracted to."
- b) Describe the effects magnets have on other magnets; they stick together or push apart.

Sample Activities

- Have students touch magnets to objects around the room. Have them describe what happened (they stick to some but not to others).
- Find five objects that are attracted to a magnet and five that are not.
- Have a magnetic "fishing" center. Tie a magnet to a piece of string and the string to a pencil. Place various magnetic and nonmagnetic items into a plastic container. Holding the fishing pole by the pencil, fish for anything that will stick to the pencil. Glue these to one piece of paper. Glue those that do not stick to another.
- Give students two magnets with like poles marked N and S. Have them touch the two North poles together. What happens? They push away. Have them touch a North end to a South end. What happens? They attract.
- Allow students to explore with magnetic toys such as the magic wand that allows children to move iron filings over the man's face, and the wooden train cars that connect together with magnets.

Virginia Science Foundation Block 3

Matter

The child will develop language to describe an object's position, movement and physical properties. The child will also describe properties of water.

Matter

Children are naturally drawn to objects of various colors and textures but often cannot describe what it is that they are observing. A rough piece of sandpaper may be described by a child as "sticky" (meaning that it catches his/her hand as it passes over the sandpaper) because he/she lacks the vocabulary to properly describe it. This block requires manipulation of objects to develop vocabulary that describes position, movement and physical properties of objects.

- a) Identify colors (red, orange, yellow, green, blue, purple) and white and black
- b) Identify shapes (circle, triangle, square, and rectangle) of an object
- c) Identify textures (rough/smooth) and feel (hard/soft)
- d) Describe relative size and weight (big/little, large/small, heavy/light, wide/thin, long/short)
- e) Describe position (over/under, in/out, above/below) and speed (fast/slow)
- f) Recognize water in its three forms (solid, liquid, gas)

Sample Activities

- Have shape scavenger hunts. Give students a paper shape, such as a circle. Ask them to search the room for objects with the same shape as the paper circle.
- Have students take a walk collecting any objects with an interesting feel or texture. Then have students sort them according to those that feel the same. Have students describe the way they feel. Make a whole group collage of like textures.
- Place an ice cube in a bowl and set it out on the windowsill. Come back in an hour or so. What happened to the ice? Leave the water there overnight. What happened to the water? Explain that water can be found as a solid (like the ice), liquid (like the water you drink) or a gas (like water vapor). Have students fill ice cube trays with water and place in the freezer to watch the process in reverse. Show students the water going into the air from a teakettle that is boiling. Place a pan that is filled with ice above the boiling teakettle. The water vapor going into the air will cool and collect on the pan. Then you have a liquid again.

Virginia Science Foundation Block 4

Life Processes

The child will compare the growth of a person to the growth of a plant and an animal and be able to describe basic life processes and basic needs of each.

Life Processes

Babies, puppies, baby chicks, baby cows, etc., fascinate young children. Use this curiosity to teach them how some baby animals and adult animals are alike. Plants too, start as "babies" or seedlings and grow. Both plants and animals need food, water and air to live. Plants and animals can make new plants and animals.

- a) Describe what living things need to live and grow (food, water, and air)
- b) Recognize that "baby" plants and animals are similar but not identical to their parents and to one another

Sample Activities

- Have students grow a Hairy Harry. Have students draw a face on a styrofoam cup and fill with soil. Sprinkle with grass seed and water. Watch Harry's hair grow! What happens if you do not water Harry?
- Play matching games using picture cards with mother and baby animals, and a seedling and full-grown plant.
- Raise various animals in the classroom such as fish, guinea pigs, frogs, and mealworms.
- Ask children to bring in a baby picture. Compare their baby picture to the child. What has changed? What is the same? Show students pictures of animal babies and adults. What has changed? What is the same?

Virginia Science Foundation Block 5

Interrelationships in Earth/Space Systems

The child will be able to create a shadow.

Earth/Space Systems

Students have likely seen their own shadows and shadows cast by other objects but may not be aware of how they were formed. Allowing students opportunities to create and manipulate shadows provides them with an understanding that shadows are created when an object blocks light.

- a) Create a shadow and describe how it was created

Sample Activities

- Create a shadow screen by suspending a sheet between two tables. Place a strong light source behind the screen. Create several cardboard cutouts of various objects. Cast shadows on the screen by holding the cardboard in front of the light source. Ask children to identify the shape.
- Turn on a strong light source (such as an overhead projector) and allow students to hold an object in front of the light to create a shadow on a wall or screen. Allow students an opportunity to move the objects closer to and farther from the light. What changes? (the size) Why is there a shadow (the object is blocking the light).
- Take students outside and ask them to find their own shadow. Help students to trace their shadow. Why is there a shadow out here? (the light of the sun is blocked by their bodies)
- Allow students to retell a story (such as Goldilocks and the Three Bears) using shadow puppets.

Virginia Science Foundation Block 6

Earth Patterns, Cycles and Change

The child will identify simple patterns in his/her daily life. The child will identify things that change over time.

Earth Patterns, Cycles and Change

Students and their parents naturally make daily weather observations when deciding what to wear and whether to carry an umbrella or bring a hat. They recognize routines of daily activities and know if they have brushed their teeth or had snack time. They are beginning to recognize patterns in other objects as well.

- a) Make daily weather observations
- b) Observe and classify the shapes and forms of many common natural objects including seeds, cones, and leaves
- c) Recognize the order or stages of animal and plant growth
- d) Describe home and school routines

Sample Activities

- Daily routines should include discussion of weather and include language such as sunny, cloudy, snowy, rainy and windy. Use cutouts of clouds, sun, raindrops, etc. to record weather on a daily calendar. At the end of each month, count the sunny days, rainy days, etc. Then remove cutouts one at a time and place them on a weather picture graph.
- Discuss how the day's weather influenced the clothes the child needed to wear.
- Collect leaves from the playground and make leaf rubbings with students. Ask students to describe rubbings and to tell how they are alike and different.
- Plant and observe a lima bean in various stages of growth.
- Have a picture/words daily schedule posted for children to see. Help them to create a daily schedule for home using cutouts of teeth to indicate brushing, food to indicate eating, bathtub to indicate bathing, etc. Glue the cutouts onto a sheet of paper in the order they are completed.

Virginia Science Foundation Block 7

Resources

The child will practice reusing, recycling and conserving energy on a daily basis.

Resources

Recycling for young children involves teaching children what they can do to help. The best way to learn about recycling is to have children do it. Some children may already be practicing recycling at home. The best way to learn to conserve water and energy is to teach children to practice these daily habits.

- a) Recognize that some objects can be recycled
- b) Recognize that some objects can be reused
- c) Identify ways that energy can be conserved

Sample Activities

- Ask students to bring in items from home that they recycle (or could recycle). Talk about what is recyclable.
- Keep a recycling bin in the classroom. Teach students to recycle paper, plastic and cardboard. Practice daily after lunch and art activities.
- Remind students of the importance of turning off water and lights.
- Keep a box of scrap paper for students to use to draw or practice writing.
- Have students talk to their parents about recycling.

Resources

Listed below are additional resources that will provide more information about early childhood education.

National Research Council. (1996).

National Science Education Standards.

Washington, DC: National Academy Press.

National Science Teacher Association. (1998).

NSTA Pathways to the Science Standards: Guidelines
for Moving the Vision Into Practice. Elementary Edition.

Arlington, VA: National Science Teacher Association.

Standards for History and Social Science

Introduction

Young children are explorers and adventurers interacting with those around them. The purpose of history and social science is to enable children to understand and participate effectively in their world. The energy,

curiosity and imagination of young children lead them to action and interaction within their surroundings. Foundational concepts and basic understandings are developed in history, geography, civics and economics at a very young age.

History and Social Science Foundation Blocks

History:

Block 1: The child will identify ways in which people are alike and different.

Block 2: The child will develop an awareness of change over time.

Geography:

Block 3: The child will develop an increased awareness of the physical relationship between and among people and places.

Block 4: The child will use words to indicate relative location of objects and people including direction words, comparison words and attribute words.

Economics:

Block 5: The child will develop an increased awareness of the kinds of work people do and the variety of tools people use in their jobs.

Block 6: The child will identify that people have wants and make choices.

Civics:

Block 7: The child will participate as a member/citizen of a classroom community.

History and Social Science Foundation Block 1

History/Similarities and Differences

The child will identify ways in which people are alike and different.

Similarities and Differences

History makes links between the child and home, between school and the wider community, between past and present. It links reasoning and imagination and begins with the child's awareness of him or herself and others.

- a) Recognize ways in which people are alike and different
- b) Describe his/her own unique characteristics and those of others
- c) Make the connection that he/she is both a member of a family and a member of a classroom community
- d) Engage in pretend play to understand self and others
- e) Participate in activities and traditions associated with different cultural heritages

Sample Activities

- Read stories about children, families, schools and communities.
- Tell stories and have children act out the roles of the story characters.
- Have child draw or paint pictures about themselves, their classmates, and family.
- Create (class) books on differences among families and communities.
- Provide dramatic play opportunities for children to act out roles of various family members.
- Provide mirrors so children can see their own faces and the faces of their classmates. Note likenesses and differences.
- Introduce children to games, dance, music, and art from the different cultures represented in the classroom.

History and Social Science Foundation Block 2

History/Change over Time

The child will develop an awareness of change over time.

Change over Time

Young children become aware of time through events specific to themselves and to people in their immediate surroundings. Begin the focus with the child's own history, then when grandparents were children and then to periods beyond living memory.

- a) Describe ways children have changed since they were babies
- b) Express the difference between past and present using words such as before, after, now, and then
- c) Order/sequence events and objects
- d) Ask questions about artifacts from everyday life in the past
- e) Recount episodes from stories about the past
- f) Take on a role from a specific time, use symbols and props, and act out a story/narrative
- g) Describe past times based on stories, pictures, visits, songs and music

Sample Activities

- Have children share a photograph or draw pictures of when they were babies and now.
- Collect and sort sets of baby clothes/toys and students' current clothes/toys.
- Read stories about birthdays. Make a timeline for years 1-4, and put writings and photos on the timeline.
- Play word games giving two events and have child tell which event came before and which came after.
- Have a share time with children bringing in books, toys, photos, etc., belonging to their parents or grandparents.
- Set up a class museum with old tools or everyday objects used long ago.
- Sort pictures into now and the past (long ago).
- Put pictures of daily routine activities in order from morning to night, or early in the day until late in the day.

History and Social Science Foundation Block 3

Geography/Location

The child will develop an increased awareness of the physical relationship between and among people and places.

Location

The energy, curiosity and imagination of young children lead them to action and interaction with their environment. Being egocentric, they view their world from a narrow, limited perspective. They grow in their understanding as they become more aware of themselves in the social settings of their daily experiences - home, school, neighborhood, and community.

- a) Identify and describe prominent features of the classroom, school, neighborhood and community
- b) Engage in play where one item represents another - miniature vehicles, people, blocks
- c) Make and walk on paths between objects- ex., from the door to the window
- d) Represent objects in the order in which they occur in the environment
- e) Experience seeing things from different elevations

Sample Activities

- Involve children in creating simple representations of home, school, or neighborhood through drawings or block construction.
- Provide real objects, models of objects, photographs, simple drawings or a child's developed symbol to use in block and dramatic play experiences.
- Create line paths using tape or chalk. Play games walking the lines from one object to another.
- Make a drawing with a picture of the two objects at the ends of the path and have one trace the path on paper as a child walks the path.
- Have the child walk around a basketball or a tennis court on painted lines or create closed shapes with tape or chalk. Play 'follow direction' games for stepping inside and outside the lines.
- Use flannel board pieces or real objects to arrange objects in the order they appear in the room.
- Provide experiences for aerial view of objects, looking down from steps, upper floor windows, top of sliding board, and standing over block constructions.

History and Social Science Foundation Block 4

Geography/Descriptive Words

The child will use words to indicate relative location of objects and people including direction words, comparison words, and attribute words.

Descriptive Words

As children learn more about their world, they use more words to express the new ideas and information needed to share what they know. Verbalizing helps children to solidify spatial concepts. Exposing children to a wide-variety of experiences helps build vocabulary. Students need to experience direction through movement and senses in order to describe their movements with words.

- a) Use words to indicate relative location
- b) Use words to describe features of locations in the environment and man-made structures found in stories and seen in everyday experiences
- c) Develop control in using direction words - on, under, over, behind, near, far, above, below, toward, and away - one direction at a time
- d) Develop control in using comparison words - closer, farther away, taller, shorter, higher, lower, alike, different, inside, and outside
- e) Develop fluency using attribute words - hard, soft, rough, smooth
- f) Use labels and symbols for what the child has seen

Sample Activities

- Read books and stories aloud to children daily noting location, direction, description and attribute words.
- Provide daily opportunities for children to converse in dramatic play and block play situations.
- Play games like "Simon Says", "I Spy", "Verbal Scavenger Hunt" giving directions to locate an object in the room.
- Sing songs like "The Hokey Pokey."
- Help students create labels and symbols for their block constructions and drawings.
- Help children create directions to parts of the school or playground and attach to photographs or pictures of the locations.

History and Social Science Foundation Block 5

Economics/World of Work

The child will develop an increased awareness of the kinds of work people do and the variety of tools people use in their jobs.

World of Work

The principles of economics influence everyday routines of life. Concepts and understandings develop when young children explore individual interests and build on their own experiences and what they already know. Their interest in the work people do and the tools they use provides a strong foundation for economic basics.

- a) Identify pictures of work and name the jobs people do
- b) Describe what people do in their community job
- c) Match tools to jobs
- d) Match job sites to work done
- e) Role-play the job of workers

Sample Activities

- Match pictures of workers and the tools they use to perform their job.
- Visit work sites (stores, building sites) in the neighborhood to explore jobs people do. Make a list in the classroom and have students draw pictures about these sites and workers.
- Have family members of the children share about their jobs and show tools they use.
- Invite workers to visit the classroom to talk about their job.
- Create a list of the workers in the school; add pictures and name labels of the people doing those jobs.
- Include hats, uniforms and tools as props for dramatic play.

History and Social Science Foundation Block 6

Economics/Making Choices

The child will identify that people have wants and make choices.

Making Choices

If young children are allowed to make choices, then making decisions for themselves as they grow becomes less difficult. Guiding young children to make simple choices will give them the experience and confidence to make good decisions on their own as they grow. Making good choices is at the heart of economic understanding and success.

- a) Identify choices
- b) Recognize that everyone has wants
- c) Choose daily tasks
- d) Role-play purchasing situations where choices are made

Sample Activities

- Read and discuss stories where characters are making choices.
- Make a list of wants. Ask children if they could choose two, what would they choose?
- Have children add to a class list one choice they made when selecting their snack for school.
- Provide choice board for center/work time activities.
- Role-play situations where choices must be made.

History and Social Science Foundation Block 7

Civics/Citizenship

The child will participate as a member/citizen of a classroom community.

Citizenship

The early years are the ideal time for children to understand democratic norms and values (justice, equality, etc.) in their family, classroom and community. Applying these concepts to the nation and world will be easier if the child has experienced and appreciated them on a smaller scale. Democracies are built on the belief that people should be free, should have choices and opportunities, and should work together to make each other's lives better. To maintain our democratic society, we must teach our children to be good citizens.

- a) Cooperate with others in a joint activity
- b) Recognize the need for rules to help get along with others
- c) Participate in creating rules for the classroom
- d) State personal plans for learning center activities
- e) Participate in discussing and generating solutions to a class problem
- f) Share thoughts and opinions in group settings
- g) Demonstrate responsible behaviors in caring for classroom materials
- h) Identify the needs of other people by helping them

Sample Activities

- Read and discuss stories that show how problems can be solved. Act out or role-play these situations.
- Establish class rules and expectations.
- Start the day with a share time where each child may contribute to the class discussion.
- Use dramatic play, interviews, puppets, and other props to talk about behaviors and problems.
- Select a school project to help address a school problem or issue.
- Provide toys, books, and materials that encourage sharing, empathy, and cooperation.
- Plan group activities such as singing, dancing, and celebrations to focus on the class community.
- Have the children work together on one long-term common goal (plant a garden, take care of a class pet, keep a memory book).

Resources

Listed below are additional resources that will provide more information about early childhood education. An * denotes a reference used for development of this document.

*National Council for the Social Studies.
Social Studies for Early Childhood and
Elementary School Children Preparing for
The 21st Century. A Report from NCSS Task
Force on Early Childhood/Elementary
Social Studies. (1988) Silver Spring,
Maryland: National Council for the Social Studies.

Standards for Personal and Social Development

Introduction

The everyday lives of young children provide many opportunities to gain understanding and skills in their personal and emotional development. Appropriate and supportive learning experiences provide an important foundation for personal and social growth.

Several aspects of personal and social development are particularly evident during the preschool years. Foundations of personal and social development involve communication, and interpersonal systems.

During the preschool years children are learning about themselves and others. Young children want to be liked, belong to groups, and be an active participant. They need support as their emotional and perceptual abilities develop beyond their egocentric barriers.

A child's sense of self worth and social competence is facilitated by social experiences. Early childhood education provides preschoolers with supportive social context to foster children's personal and social development.

Personal and Social Development Foundation Blocks

Self-Concept:

Block 1: The child will demonstrate self-confidence and self-reflection.

Self-Control:

Block 2: The child will show self-direction and responsibility.

Approaches to Learning:

Block 3: The child will show eagerness and persistence as a learner.

Interaction with Others:

Block 4: The child will interact easily with other children and with familiar adults.

Social Problem-Solving:

Block 5: The child will learn and use non-physical ways to resolve conflicts.

Virginia Personal and Social Development Foundation Block 1 Self-Concept

The child will demonstrate self-confidence and self-reflection.

Self-Concept

The essence of early personal and social development is a child's self concept. A sense of self-worth enables a confident child to participate in most classroom activities, express emotions, explore toys and materials, and interact with others in the classroom. To develop this confidence, many preschool children need opportunities to learn how to play with others. At times, young children need support in trying new classroom activities

- a) Demonstrate knowledge of personal information including first and last name, gender, age, and birthday
- b) Begin to recognize and express own emotions using words rather than actions
- c) Recognize self as a unique individual and respect differences of others
- d) Develop personal preferences regarding activities and materials
- e) Demonstrate self-direction in use of materials
- f) Develop increased independence in school activities throughout the day

Sample Activities

- Provide opportunities during center time for children to choose an activity, make a plan, and carry out the plan.
- Provide opportunities for children to share ideas and thoughts. Use small tables for snack time and facilitate a conversation between two children.
- Teach/model for children how to put on their jacket, hat, and other outdoor clothing. Provide plenty of time for children to get ready so they have time to practice these skills.
- Make sure classroom materials are accessible and labeled so children can use them independently and return them to a designated location.

Virginia Personal and Social Development Foundation Block 2 Self-Control

The child will show self-direction and responsibility.

Self-Control

Young children benefit from routines and structure. They find comfort and feel secure when they can predict the flow of events and people each day. Managing change can be a challenge for preschoolers. Young children are most successful handling transitions when they are told what to expect in advance. Prior knowledge enables young children to feel in control and participate without confusion.

- a) Contribute ideas for classroom rules and routines
- b) Follow rules and routines within the learning environment
- c) Use classroom materials purposefully and respectfully
- d) Manage transitions and adapt to changes in routine
- e) Develop a positive response to challenges

Sample Activities

- Model for children what to do when they finish a snack. For example, clear their place by disposing of napkin and leftovers in the trash.
- Have child-size cleaning materials available and teach children how to use them. For example, children can sweep the sand around the sand table or use a sponge and bucket to clean up spilled paint.
- Teach the children a simple song to sing when it is time to transition from one activity to another.

Virginia Personal and Social Development Foundation Block 3 Approaches to Learning

The child will show eagerness and persistence as a learner.

Approaches to Learning

As young children develop more awareness perceptually, they are naturally curious and ask questions about everything they encounter. As children gain experience with asking questions, they ask for clarification or additional information. Preschoolers are now able to attend to tasks for 10-20 minutes. Learning to work until tasks are finished or problems are solved is challenging for children of this age group and they frequently need support in this area.

- a) Show interest and curiosity in learning new concepts and trying new activities and experiences
- b) Demonstrate ability to learn from experiences
- c) Increase attention to a task or activity over time
- d) Seek and accept help when needed

Sample Activities

- Collect samples on an outdoor field trip.
- Draw pictures about events and others.
- Participate in small group planning discussions.
- Select and complete a puzzle.

Virginia Personal and Social Development Foundation Block 4 Interaction with Others

The child will interact easily with one or more children and with familiar adults.

Interaction with Others

Young children are learning to communicate with others. This is an extraordinary challenge as it includes physical, social, linguistic, cognitive, emotional, and personal growth. To accomplish this new level of social interaction, many children need coaching and adult supervision. As a child learns appropriate styles of communication with others, the adult can reduce the amount of supervision and offer simple reminders as needed.

- a) Initiate and sustain interactions with other children
- b) Demonstrate verbal strategies for making a new friend
- c) Interact appropriately with other children and familiar adults by cooperating, helping, sharing, and expressing interest
- d) Participate successfully in group settings
-
- e) Demonstrate respectful and polite vocabulary
- f) Begin to recognize and respond to the needs, rights, and emotions of others

Sample Activities

- Model appropriate styles of communication with children and adults.
- Demonstrate interaction strategies through role-play.
- Use photographs of classroom activities as an opportunity for children to share their thoughts and ideas. Make a class record or graph of their thoughts and ideas.

Virginia Personal and Social Development Foundation Block

5

Social Problem-Solving

The child will learn and use non-physical ways to resolve conflicts.

Social Problem-Solving

Social situations can be a source of frustration for young children. At times, toys and turns seem more important than the feelings of others. Physical aggression is often the strategy of choice used by preschoolers to settle conflicts. Aggression seems to work at first, since the victim may relinquish the toy or give up a turn. Preschoolers need adult support and guidance in learning alternatives to aggression for resolving conflicts. Teachers should coach and model ways for children to communicate their needs and feelings verbally.

- a) Express feelings through appropriate gestures, actions, and words
- b) Recognize conflicts and seek possible solutions
- c) Allow others to take turns
- d) Increase the ability to share materials and toys with others over time
- e) Include others in play activities

Sample Activities

- Role-play common classroom situations.
- List common social problems and ideas for solutions with the class.
- Discuss and make a poster of appropriate responses to social conflicts.
- Write a story with the children using a social situation and read it with the class.

Resources

Listed below are additional resources that will provide more information about early childhood education. An * denotes a reference used for development of this document.

*Dichetelmiller, M., J. Jablon, D. Marsden, and S. Meisels (2001). The Work Sampling System Preschool through Third Grade Omnibus Guidelines. New York, NY: Rebus Inc.